

In the Classroom

Reflections of three instructors

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Carol Olson, Margaret Stasiak, Ludmilla Vago

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In the Classroom

Welcome to the *LINC 5–7 Curriculum Guidelines: In the Classroom*. This is a companion document to the *LINC 5–7 Curriculum Guidelines* (hereafter referred to as the *Guidelines*). It follows the experiences of three LINC instructors (Catherine, Carol and Milla) as they planned their programs and demonstrates how they used the *Guidelines* in this process.

The purpose of this document is to help instructors become more familiar with the possible uses of the *Guidelines* when planning their programs. It illustrates how three instructors carry out five common stages of planning and use the *Guidelines* to suit the unique needs of their classes.

Catherine, Carol and Milla were invited to use the *Guidelines* over a period of four months. They were asked to reflect on their experiences by answering a series of guiding questions about each stage of their planning process: needs assessment and analysis, long range planning, lesson planning, learner performance assessment and program evaluation. Their answers provide us with an inside view of their planning process using the *Guidelines*. They worked in collaboration with the writers of the *Guidelines* to articulate their planning process and customize planning tools.

We hope that you will benefit from the experiences and reflections of the three instructors profiled in this document.

Acknowledgements

The *LINC 5–7 Curriculum Guidelines: In the Classroom* is modelled after the Toronto Catholic District School Board’s Program Planners.

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The LINC 5–7 Curriculum Guidelines

In the Classroom

Reflections of three instructors

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class, 25 hours
a week
(CLB 4–6)*

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Introduction to *In the Classroom*

The LINC 5–7 Curriculum Guidelines *In the Classroom* follows the experiences of three LINC instructors (Catherine, Carol and Milla) for a period of four months as they planned their programs and demonstrates how they used the *Guidelines* in that process.

In the Classroom consists of five sections:

Introduction

A brief overview of each stage of the planning process, with suggestions for using the *Guidelines*. Guiding questions are included to encourage reflection on planning and teaching practices. These are the same questions that Catherine, Carol and Milla answer in the next three sections of *In the Classroom*.

Catherine's Program:

A full-time LINC 4/5 class

Carol's Program:

A part-time LINC 6/7 class

Milla's Program:

A LINC 6/7 class with a TOEFL and academic preparation focus

Catherine, Carol and Milla's Blank Planning Tools

Blank versions of some of the planning tools that Catherine, Carol and Milla used. These tools are also provided on the accompanying CD in PDF and MS Word files so they can be adapted to suit the planning needs of individual instructors.

Each section of *In the Classroom* is organized by the following stages of the planning process:

- Needs Assessment and Analysis
- Long-Range Planning
- Lesson Planning
- Learner Performance Assessment
- Program Evaluation

Needs Assessment and Analysis

Learners in LINC 5–7 (CLB 5–8) programs often have well-articulated goals, needs and interests and view the LINC program as one of the steps to achieving those goals. The purpose of conducting needs assessment is to identify those goals and other relevant learner information in order to inform the planning process.

Needs assessment is the process of collecting and analyzing information about learners. This information can be obtained through classroom activities and instructor research. It can be analyzed by considering the information obtained from learners, prioritizing and summarizing it, and articulating implications for program planning.

Initial needs assessment can provide a direction for the class and can help learners set learning objectives in relation to their identified goals. It can also provide an opportunity to inform learners about the program objectives (e.g., the CLB competencies) and how those objectives relate to learner needs. Ongoing needs assessment conducted throughout the program can help ensure that learner needs are being met and can give learners opportunities to reflect on their progress.

The *LINC 5–7 Curriculum Guidelines* identifies the following common steps in needs assessment:

Identify common learner goals and interests *LINC 5–7 Curriculum Guidelines, Learner Goals pp. 17, 22*

- *Do learners want to pursue post-secondary education? Will they seek employment?*
- *What related options do they have after LINC class?*
- *How can I relate my program to learner goals?*
- *Where can I obtain necessary information related to learner goals?*
- *What interests did learners express? How do these interests relate to their goals and needs?*

Research related language needs *LINC 5–7 Curriculum Guidelines, Learner Goals pp. 17–21, 23*

- *What language skills related to employment or academic goals will learners need?*
- *What language tasks will they likely perform in this setting?*
- *How can I relate Essential Skills to the learner needs?*
- *What information can I get from Ontario College Writing Exemplars?*
- *What other information do I need to research?*

Determine or confirm focus of the program *e.g., TOEFL preparation, workplace skills, general interest* **Make decisions about course content**

Conduct ongoing needs assessment

- *How does the course content meet learner needs?*
- *How can I identify what learners need/want to learn*
- *How do I need to modify my long-range plan and adjust the content of my lessons?*

Needs Assessment and Analysis

Needs Assessment: Guiding Questions

1. When do I conduct needs assessment and for what purpose?
2. What kind of information do I need to start my planning and why do I want this information?
3. How do I get the information I need?
4. How do I conduct ongoing needs assessment and for what purposes?
5. How can learners in this class benefit from participating in needs assessment?
6. What sections of the *LINC 5–7 Curriculum Guidelines* can I use with needs assessment and how?

Needs Analysis: Guiding Questions

7. How do I summarize the information gathered from the needs assessment activities?
8. What can I conclude from this summary and what implications do these conclusions have for my planning?

Long-Range Planning

Long-range planning involves setting program objectives and outlining program content related to those objectives. Long-range planning helps instructors stay focused on the objectives of the program when planning their lessons.

In LINC programs, the outcomes of learning are the Level Outcomes (the CLB competencies for a LINC level). When creating an outline of their program, instructors first articulate an overall goal based on the needs analysis (e.g., to prepare for a language proficiency test, to prepare for the workplace, to help learners gain speaking fluency), then develop specific objectives that are informed by the CLB competencies.

A long-range plan may include an outline of segments of teaching, each contributing to the overall goal of the program. These outlines may include CLB competencies, topics, tasks, communication functions and situations, materials and language elements such as grammar, pronunciation and vocabulary.

Elements of Long-Range Planning

Setting Course Objectives

LINC 5–7 Curriculum Guidelines: Level Outcomes, pp. 47–68

- *Is there a focus for my program (e.g., conversation, employment, TOEFL, academic preparation)?*
- *What is the overall course goal and related objectives?*
- *How will the objectives relate to the Level Outcomes (CLB competencies)?*

Planning and Organizing Course Content

LINC 5–7 Curriculum Guidelines: Units (pp. 69–282), Themes (pp. 283–307), Learning Links (pp. 313–320)

- *How will I develop an outline of my course based on the course objectives?*
- *What organizing principle will I use in the outline (e.g., themes/topics, linguistic skills, communicative functions and situations, CLB competencies)?*
- *What elements will I include and how will I sequence them?*
- *Do I need to research the elements of the course objectives?*
- *Do I have the materials I need? Will I have to explore other resources?*

Long-Range Planning

The following units and themes from the *LINC 5–7 Curriculum Guidelines* can help with planning and developing course content.

| Units | Themes |
|--|---|
| <p>Academic Skills Unit 1: Note Taking and Study Skills Unit 2: Writing Paragraphs and Essays</p> <p>Business Writing Unit 3: Notes Memos and E-mail Messages Unit 4: Formal Letters and Reports</p> <p>Interacting With Others Unit 5: Social Interaction Unit 6: Workplace Teams and Reporting Relationships Unit 7: Customer Relations Unit 8: Resolving Conflicts</p> <p>Looking for a Job Unit 9: Job Search Strategies Unit 10: Resumes and Cover Letters Unit 11: Interviews</p> | <ul style="list-style-type: none"> • At Home in Our Community and the World • Banking and Finance • Canada • Canadian Culture • Canadian Law • Commercial Services and Business • Community and Government Services • Education • Employment • Family and Relationships • Health and Safety • Travel and Transportation |

Long-Range Planning: Guiding Questions

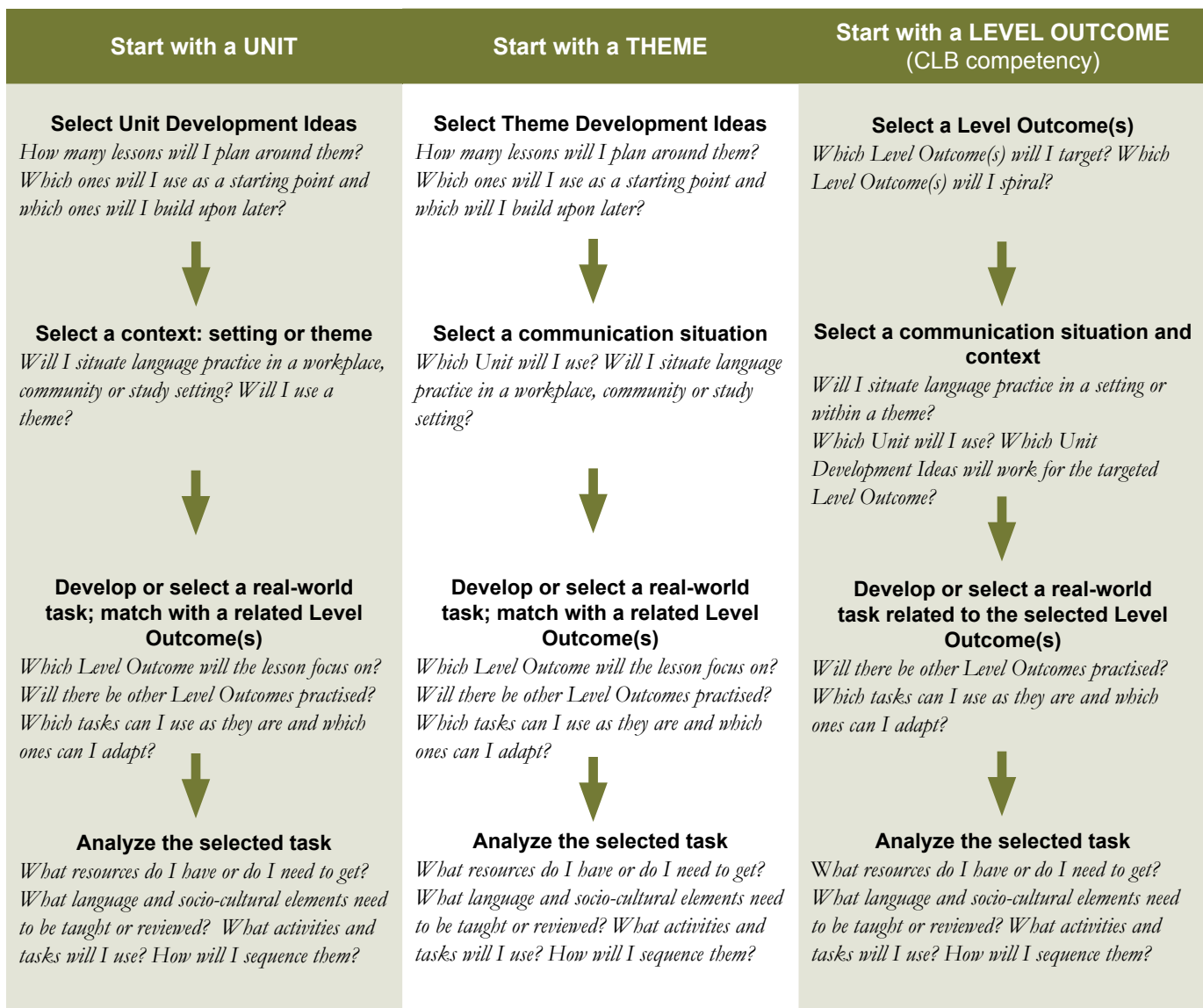
1. What is the purpose of my long-range plan?
2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* can help me with long-range planning and how?
3. What factors inform my long-range plan? How do they inform it?
4. What period of time do I plan for and why?
5. What components do I include in my long-range plan and why do I choose to include them?
6. How do I share my long-range plan with learners and why?
7. How do I benefit from developing a long-range plan?
8. How does my plan accommodate learners' changing needs or new learners joining the program?

Lesson Planning

In a LINC program, lesson planning usually involves:

- Contextualizing Level Outcomes (CLB competencies) in situations, settings and topics that are relevant to learner needs and interests
- Setting lesson objectives that are guided by the CLB competencies
- Developing a sequence of tasks/activities that allow learners to practice one or more CLB competencies
- Providing learners with multiple opportunities to practise CLB competencies in different contexts (spiralling)

The *LINC 5–7 Curriculum Guidelines* provides ideas for developing course content. These ideas can assist instructors in the lesson-planning process. The chart below illustrates three possible starting points for developing a lesson, with references to the *Guidelines* on p. 7.



Lesson Planning

When planning a lesson, instructors consider practical aspects of classroom teaching such as sequencing, variety of activities, classroom dynamics and the use of room space. Below is a checklist of some these considerations.

Practical Aspects of Lesson Planning

- ☒ Do I have a clear objective for my lesson?
- ☒ Do I have a warm-up activity?
- ☒ Do I provide an opportunity to review aspects of previous lessons?
- ☒ Do I offer ample explanation of new material?
- ☒ Are my activities/tasks timed adequately and sequenced logically? Does the lesson flow?
- ☒ Does my lesson offer a variety of activities/tasks?
- ☒ Does my lesson have a culminating task?
- ☒ Are my activities and tasks connected to the lesson objective?
- ☒ Can I use computers with any of my activities/tasks?
- ☒ Are there any classroom dynamics that I need to consider?
- ☒ Do I use learners' seating arrangement, classroom space and board space effectively?
- ☒ Do I have materials and resources for this lesson? Do I need to make handouts?
- ☒ What needs to be set up prior to the lesson (tape recorder, TV, software)?
- ☒ Do I keep a record of my lesson plans and procedures?
- ☒ Can the learners in my class answer the question "What did I learn today"?

The **Planning** section of the *LINC 5–7 Curriculum Guidelines* (pp. 25–35) gives a description of the planning process using the task-based approach. In addition, the following tools in the *Guidelines* can assist in lesson planning:

- Level Outcomes (pp. 47–68), for a list of possible CLB competencies to target through the lesson content
- Planning Checklists (pp. 322–327), to keep track the competencies addressed
- Units and Themes, for possible lesson content
- Learning Links (pp. 313–320), for additional information to complement specific units
- Grammar, Pronunciation and Computer Items (pp. 333–344), for ideas on possible items to teach
- Classroom Resources (pp. 345–363), for possible resources that could be used in the lesson

Lesson Planning: Guiding Questions

1. How does my long-range plan guide my lesson planning?
2. What is the process I go through to plan my lessons? (e.g., How do I determine the objective(s) of my lessons and the Level Outcomes to address?, How do I choose meaningful tasks and activities?)
3. How do I ensure my lessons address the needs of learners at different benchmark levels?
4. How do I include performance assessment in my lesson planning?
5. How can I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

Learner Performance Assessment

Classroom-based assessment in a LINC program focuses on learner performance of the Level Outcomes (CLB competencies). It is carried out through assessment tasks that reflect the CLB competencies addressed in the class and approximate what learners are likely to do in real life.

Learner assessment can be done formally or informally and serves two main purposes: to facilitate further student learning (formative) and for determining learners' proficiency in a particular CLB competency (summative).

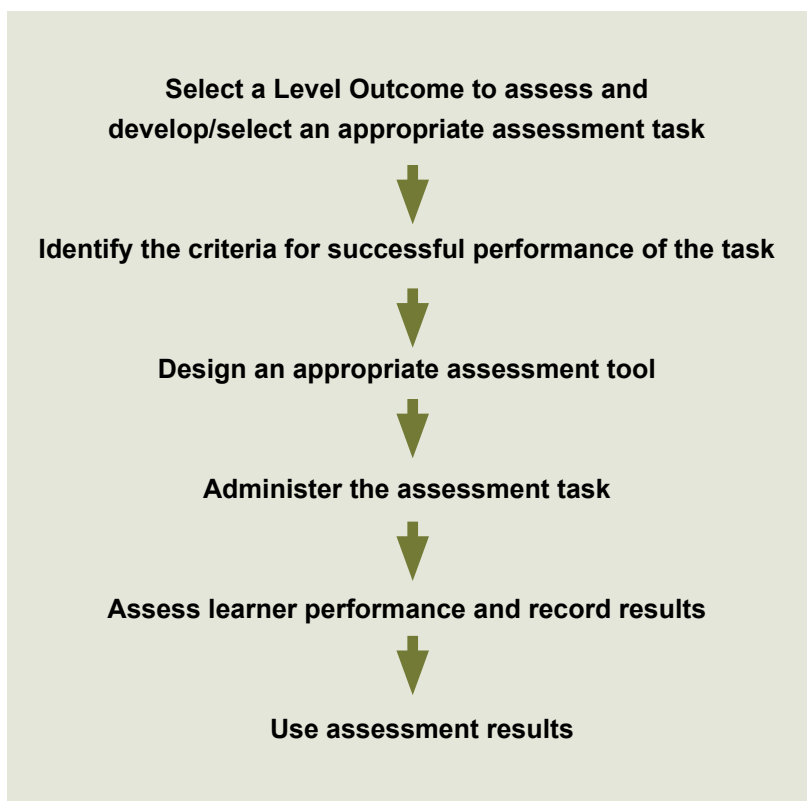
Formative assessment is conducted to inform learners about their strengths and areas that need improvement. Formative assessment can also inform instructors about the effectiveness of their teaching and about the elements of CLB competencies that need further instruction and practice. Formative assessment is an integral part of the teaching and learning process and is usually done on an ongoing basis.

Summative assessment is conducted to evaluate learners' proficiency and is usually done when a learner is ready to demonstrate mastery of a particular Level Outcome or at the end of a cycle of teaching.

The following sections of the *LINC 5–7 Curriculum Guidelines* can assist instructors in the assessment process:

- **Assessment** (pp. 37–45), for an outline of the assessment process and suggestions on how to assess the four skills.
- **Level Outcomes** (pp. 49–68), for the performance conditions and performance indicators, which can assist in developing level appropriate tasks and criteria for successful performance of assessment tasks.
- **Planning Checklists** (pp. 321–331), which can be adapted and used as assessment tracking charts.

The chart below illustrates the common steps instructors take in the assessment process. These steps are presented in the *Guidelines* (p. 38) in more detail.



Learner Performance Assessment

The following is a checklist of practical considerations for conducting performance assessment using a task-based approach.

- ☒ Does my assessment task relate to a specific Level Outcome (CLB competency)?
- ☒ Did I teach all the elements necessary for the successful completion of the task?
- ☒ Are the learners ready to be assessed on this Level Outcome?
- ☒ Do I have clear criteria for assessing the performance of the task?
- ☒ Did I inform the learners in my class about these criteria?
- ☒ Is the task clear to the learner?
- ☒ Are my instructions clear?
- ☒ Have I allotted enough time to complete the task?
- ☒ Does the task allow for learner self-assessment?
- ☒ Did I design the task in a way that makes it easy for me to rate performance?
- ☒ Did I provide feedback to the learner?

Learner Performance Assessment: Guiding Questions

1. What type of performance assessment do I conduct (formative, summative, formal, informal)?
2. How do I determine when to assess learners' performance of specific Level Outcomes (CLB competencies)?
3. How do I assess the four skills (speaking, listening, reading, writing)?
4. How do I determine the assessment tasks and criteria for successful completion of the task?
5. How do I keep track of assessment results for the class? For individual learners?
6. Which sections of the *LINC 5–7 Curriculum Guidelines* can I use to help me with assessment?
7. How do I involve learners in the assessment process?
8. How do I ensure that I assess a range of CLB competencies from different competency areas?
9. How do I ensure that the assessment accommodates learners at different CLB levels?

Program Evaluation

Conducting a program evaluation helps instructors reflect on the quality of their planning and teaching in order to make changes. It involves feedback from learners as well as the instructor's observations and reflections about the course and its overall effectiveness.

Program Evaluation by Learners

Learners can evaluate the program informally through class discussions or formally using a questionnaire, checklist or other tool that elicits their feedback. The following are a number of issues that can be considered in program evaluation done by learners:

- the relevance of course content to their needs
- what they enjoyed most and least about the class
- their opinions about the activities and resources
- their feelings about the atmosphere in the class
- what they think should be changed

Learners can also evaluate their contribution to the effectiveness of the program by reflecting on:

- their attendance and class participation
- their commitment to learning
- their use of language skills (learned in the class) outside the classroom

Program Evaluation by Instructors

Program evaluation done by an instructor could include the following elements:

- the effectiveness of your long-range and daily lesson planning in meeting the needs of learners
- the methodology used
- teaching style and learners' response to that style
- classroom management strategies used
- relevance and effectiveness of materials and resources
- learner engagement in class activities
- reflections on learner progress

From the information gathered through program evaluation, instructors can draw conclusions about the positive aspects of their program and areas that need improvement.

Program Evaluation

Program Evaluation: Guiding Questions

1. Why do I conduct program evaluation?
2. How do I conduct program evaluation?
3. How do I use the information I gather?

The next three sections of *In the Classroom* present three examples of how the *LINC 5–7 Curriculum Guidelines* was used during each of the five stages of program planning.

A stylized, minimalist illustration of a plant with a thin, curved stem and two broad, rounded leaves. The plant is rendered in a light olive green color, matching the background's palette. It is positioned on the left side of the image, with its stem extending from the bottom towards the top.

Catherines's Program

Catherine's Program

**A LINC 4/5
class
25 hours a
week
CLB 4–6**

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Introduction to *Catherine's Program*

About My Site

I teach in a large centre with many LINC and ESL classes, offered full- and part-time. It is easily accessible by public transportation and has on-site childminding services for the children of LINC learners. The LINC classes in my centre are semester-based. The first term lasted 16 weeks from September to December, with continuous intake throughout the term.

My classroom is big and bright with plenty of board space and round tables for learners. There is a separate computer lab with Internet access, with allocated time for each class.

About My Class

I co-teach a combined LINC 4 and 5 class with another instructor: I teach three days a week, Monday to Wednesday, while the other instructor teaches on Thursdays and Fridays. It is a full-time class with five hours of instruction a day, from 9:00 to 2:30.

There are twenty learners registered in my class, with two learners at LINC 4 level and the rest at the LINC 5 level. The average daily attendance this term is about 18 learners. My class has an allocated time of two-and-a-half hours in the computer lab every two weeks.

Issues and Challenges

There are many factors that affect my planning. The most significant factors are the combined LINC 4 and 5 level of my class, co-teaching with another instructor and having childminding on site. The combined LINC levels 4 and 5 pose some challenges in planning and designing level-appropriate tasks. More proficient learners need to be kept busy while lower-level learners need more time to complete a task or understand instructions and explanations. Co-teaching with another instructor requires coordinated planning and plenty of consultations on the material covered and planned. We need to agree on long-range plans and make sure our lessons are sequenced seamlessly. Finally, with eight learners who have children in the on-site childminding, my planning is affected. Parents of children tend to come to class later or need to leave earlier, and their daily attendance is sometimes affected.

Needs Assessment and Analysis

Guiding Questions

1. When did I conduct needs assessment and for what purpose?
2. What kind of information did I need to start my planning and why did I want this information?
3. How did I get the information I needed?
4. How did I conduct ongoing needs assessment and for what purposes?
5. How did learners in my class benefit from participating in needs assessment?
6. What sections of the *LINC 5–7 Curriculum Guidelines* helped with needs assessment and how?
7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Catherine's Answers

1. When did I conduct needs assessment and for what purpose?

I conducted needs assessment at the beginning of the term, and then at the end of each four-week period.

The initial needs assessment at the beginning of the term gave me information about learners in the class, helped me make decisions about the course content and start long-range planning.

The needs assessment carried out at the end of each four-week period provided me with current information on learners' needs and interests and informed the content of my upcoming long-range plans. Each of my long-range plans covers one month. The monthly needs assessment allowed me to consider the needs and interests of learners joining the class partway through the term and gave them the opportunity to provide input into upcoming lessons. It also helped me determine if learners felt their needs had been met and what skills, language elements and CLB competencies needed further instruction and practice.

2. What kind of information did I need to start my planning and why did I want this information?

I needed to gather information that I could use when developing the content of my long-range plan, such as:

- themes of interest to learners
- communication situations (based on Units from the *Guidelines*) that learners want included in the program

- learners' goals and expectations in relation to this class

I needed this information to create a detailed plan for the first month and to give me an overall sense of direction for my planning. I needed to know what learners' thematic interests were so I could use themes as the context for my teaching. I also wanted to sequence targeted Level Outcomes (CLB competencies) according to learners' priorities. Knowing learners' goals and expectations helped me keep my teaching focused on what was relevant to them.

I also wanted to know some personal information about my learners, such as:

- length of residence in Canada: this helped me address their settlement needs, possible language fossilization, idiomatic and socio-cultural knowledge/awareness.
- level of education: this helped me understand the level of study skills learners already had.
- occupation in country of origin: this informed me about their employment-related skills.
- whether they are currently working: this informed me about their time and homework availability.
- what excited them, and what concerned them about their future: I wanted to know my learners on a more personal level to create a good rapport, build community in the classroom, and to foster trust so learners would take more risks in their language learning.
- learners' computer skills: I decided to gather this information on a need-to-know basis, prior to a specific computer-based task.

3. How did I get the information I needed?

When considering what kind of needs assessment tools to use in the class, I thought about how long the tools would take to develop, and how relevant and useful the collected information would be. I asked myself: Why do I need to know this? How will this inform my teaching? Is it worth the learners' time in the classroom? Could this be a sensitive area for any of the learners? If so, do I want to proceed? I wanted to use tools that were clear to learners and rendered clear information/results for me.

I also asked myself what the purpose of each needs assessment question was. If I was not going to use the information gathered then there was no point in asking the question. I wanted to use a needs assessment tool that would provide me with information that would be easy to analyze. In the past, I used a long needs assessment questionnaire but the time required for analysis was daunting and some learners found the questionnaire overwhelming. Now I favour needs assessment tools that focus on one or two types of information. I can analyze them quickly and implement the obtained information immediately.

This term, I got relevant information using the following needs assessment tools:

- **A theme selection activity** (Needs Assessment Tool 1, p. 22). In groups of four or five, learners selected four themes they were most interested in. Learners used the provided list of themes with topics or suggested their own ideas. As a class, learners negotiated to agree on common choices. The selected themes were posted on the board and I used them in my long-range plan.
- **A writing task** (Needs Assessment Tool 2, p. 23). Learners answered questions about their long- and short-term goals and their expectations of this class. The purpose of this activity was twofold: for learners, it was to articulate their goals and expectations; for me, to understand learners' needs (based on their answers) and accommodate those needs in my planning.

- **A communication situations/skills checklist** (Needs Assessment Tool 3, pp. 24, 25). Learners checked off communication situations and skills they needed practice in or were not interested in. This checklist was based on Level Outcomes for LINC 5 and the list of Units from the *LINC 5–7 Curriculum Guidelines*. The purpose of this activity was to choose the most “popular” items so I could start my long-range plan with them. I informed learners that we would cover many items on the list and that we were determining the order in which they would be taught.
- **Registration information:** I made a chart that listed the CLB levels of learners by skill so that I could see at a glance the differences in levels in particular skills (p. 27). I also used this information when conducting performance assessment to keep track of learner progress. From the registration information, I also read about learners’ occupations, length of residence in Canada, languages, and education levels. I did not record this information but referred to it when needed. It did not influence my planning but it helped me when addressing individual learners’ needs.
- **Informal discussions or interviews**, when needed.

4. How did I conduct the ongoing needs assessment and for what purpose?

I conducted formal ongoing needs assessment three or four times throughout the term using the theme selection activity and the adapted communication situations/skills checklist from the initial needs assessment. The gathered information informed my detailed monthly plans for the rest of the term.

I also conducted informal ongoing needs assessments throughout the term using class discussions, one-on-one interviews and wrap-up activities at the end of my lessons. I wanted to confirm that I was on the right track with my planned course content, and to find out if learners’ needs were being met and what I needed to change.

5. How did learners in my class benefit from participating in needs assessment?

I conducted needs assessment as part of my regular lessons. I felt that needs assessment would work best for learners as a learning experience or a community-building experience. I spread needs assessment activities over time and used a variety of activities (e.g., group work, negotiating and ranking activities, writing, or discussions). I thought that this way, needs assessment helped learners become more aware of their strengths and weaknesses and of different elements of language learning.

Needs assessment also gave me an opportunity to inform learners about Level Outcomes (CLB competencies), which are the objectives of my program. I showed them how the items from the communication situations/skills checklist (p. 24) related to CLB competencies and explained how they would practise them in the classroom. I think this gave learners a better understanding of the relation between the CLB competencies and their goals and needs.

6. What sections of the *LINC 5–7 Curriculum Guidelines* helped me with needs assessment and how?

Before conducting the needs assessment, I read the parts of Level Outcomes section pertinent to LINC 5. I referred to the Learner Profile and At-a-Glance chart to get a better sense of the general language abilities for that level. I also read the Learner Pathway chart (*Guidelines*, p. 26) in the Planning section and found it useful as it clearly showed the learner participation in LINC program only as part of a broader goal. It confirmed my belief that language learning needs to be purposeful and related to learners’ goals.

Tool 1: Theme Selection

Purpose and Procedure:

I explained the purpose of the activity, which was to select the themes that we would start the term with. I also explained that themes were the context for language practice, not the content of our course. The list of themes with topics is based on the 12 themes in the *LINC 5–7 Curriculum Guidelines*.

In small groups, learners agreed on and listed four themes they were most interested in for the upcoming month. They could select themes from the table below or provide their own ideas. Learners presented their choices to the class and we listed them on the board.

I used the selected themes and topics (as well as the communication situations and skills learners chose from Tool 3) to develop a long-range plan for the upcoming month. I referred to the CLB competencies to develop possible tasks that would contextualize the CLB competencies with the selected topics and communication situations. I repeated this activity three or four times throughout the term.

Below is a list of 12 themes with related topics. In your group, decide on four of the themes listed below that you are most interested in. You can also list other themes you are interested in.

| THEMES | |
|--------|--|
| 1. | At Home in Our Community and the World e.g., current events, environment, global issues |
| 2. | Banking and Finance e.g., personal finances, establishing and using credit, paying taxes |
| 3. | Canada e.g., history, geography, government, citizenship |
| 4. | Canadian Culture e.g., social interaction, cultural differences |
| 5. | Canadian Law e.g., human rights, law enforcement, laws in Canada: consumer, housing, immigration, family |
| 6. | Commercial Services and Business e.g., doing business in Ontario, consumer information, customer service |
| 7. | Community and Government Services e.g., counseling, social assistance, emergency services, recreation facilities, libraries |
| 8. | Education e.g., the education system, a child's education, adult education |
| 9. | Employment e.g., career development, the Canadian workplace, employment laws |
| 10. | Family and Relationships e.g., family structure, non-family relationships, conflicts in relationships |
| 11. | Health and Safety e.g., the health-care system, healthy living, safety and emergencies |
| 12. | Travel and Transportation e.g., using public transit, driving in Ontario, travel and tourism |
| Other: | |

Purpose and Procedure:

I tabulated the results according to goals: e.g., employment in own profession, licensing, entering college or university, changing career, obtaining a survival job, etc. I also noted the expectations most learners expressed.

1. What are your plans for the next year? Next five years?
2. What are the steps you think you need to take to achieve your goals? What information do you need?
3. How can this class help you prepare for your future? What are the specific things you would like to learn here?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Tool 3A: Communication Situations/Skills Checklist (Initial)

Purpose and Procedure:

I explained the purpose of this activity, which was to select items that most learners were interested or needed practice in. Learners checked off their items on the checklist below.

As a class we went over all the items one by one. I provided explanations or examples where needed. I asked for a show of hands for each item. I recorded the results immediately on my copy of the checklist. The four to six items that were selected by the most learners were included in my long-range plan for the first month.

The items on the checklist below represent communication situations that are based on Units in the *LINC 5–7 Curriculum Guidelines* and related to Level Outcomes.

Check appropriate boxes in the table below.

| In this class we may learn how to ... | I want to learn or practise more | I am not interested in this |
|--|----------------------------------|-----------------------------|
| 1. Participate in small talk and informal conversations | | |
| 2. Participate in discussions, express opinions, agree and disagree | | |
| 3. Give and understand instructions | | |
| 4. Give and understand directions | | |
| 5. Participate in a job interview | | |
| 6. Participate in formal conversations in the workplace | | |
| 7. Participate in one-on-one meetings | | |
| 8. Participate in group meetings | | |
| 9. Prepare and give presentations | | |
| 10. Use telephone | | |
| 11. Understand various listening materials (e.g., newscasts, taped dialogues, telephone recordings, commercials) | | |
| 12. Search for and read information online | | |
| 13. Read articles, stories, reports | | |
| 14. Read, interpret and present information in graphs, charts and tables | | |
| 15. Write paragraphs | | |
| 16. Write formal letters | | |
| 17. Take notes and use study skills | | |

Tool 3B: Communication Situations/Skills Checklist (Ongoing Needs Assessment)

Purpose and Procedures:

I explained the purpose of this activity, which was for learners to reflect on their progress and level of interest in continued practice on the items (in the checklist) we had been covering in class.

We did this activity regularly, and I used the results to inform my planning for the remainder of the term.

Check appropriate boxes in the table below.

| In this class we may learn how to ... | I think I can do this | I want to learn or practice more |
|--|-----------------------|----------------------------------|
| 1. Participate in small talk and informal conversations | | |
| 2. Participate in discussions, express opinions, agree and disagree | | |
| 3. Give and understand instructions | | |
| 4. Give and understand directions | | |
| 5. Participate in a job interview | | |
| 6. Participate in formal conversations in the workplace | | |
| 7. Participate in one-on-one meetings | | |
| 8. Participate in group meetings | | |
| 9. Prepare and give presentations | | |
| 10. Use telephone | | |
| 11. Understand various listening materials (e.g., newscasts, taped dialogues, telephone recordings, commercials) | | |
| 12. Search for and read information online | | |
| 13. Read articles, stories, reports | | |
| 14. Read, interpret and present information in graphs, charts and tables | | |
| 15. Write paragraphs | | |
| 16. Write formal letters | | |
| 17. Take notes and use study skills | | |

Guiding Questions (Needs Analysis)

7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Catherine's Answers

7. How did I summarize the information gathered from the needs assessment activities?

I used to collect a lot of information about learners. I found it time-consuming to organize the information and difficult to draw conclusions. This term, I used different tools and summarized them in the following ways:

- The theme-selection activity (Tool 1): I wrote the themes learners selected on chart paper and posted them on the wall for future reference. In my notes from the needs assessment, I added other themes learners expressed interest in so I could use them as alternatives.
- The writing task (Tool 2): I listed the most common goals with the number of learners who indicated them. I took notes on commonly expressed learner expectations of the class.
- The communication situations/skills checklist (Tool 3): I used my own copy of the tool to record the show of hands.
- Informal conversations and discussions: I took notes of the most important information.
- Registration information: I didn't summarize this information but referred to it when needed.

In general, I tried to keep the summary of gathered information brief and accessible. Whenever I needed to clarify or add anything, I used informal conversations as part of the ongoing needs assessment.

8. What did I conclude from this summary and what implications did these conclusions have for my planning?

I shared the results of the needs assessment with my co-instructor (who teaches the class two out of five days a week), and discussed the implications for planning.

| Collected Information/Conclusions | Implications for Planning |
|---|--|
| 1. Themes (in order of preference): Health, Employment (posted on chart paper), Community and Government Services, Other: Banking, Canadian Law (optional) | I started planning around the first two themes selected by learners, using them as context for communication situations and tasks they selected. I did not need to use other themes because I had enough thematic content to plan for the whole month. |

| Collected Information/Conclusions | Implications for Planning |
|--|--|
| <p>2. Typical goals: Immediate employment: 3 learners Accessing own profession in future : 5 learners Post-secondary education: 3 learners Other: to start a family, change a career, unsure</p> <p>Typical needs: Everyday communication situations, know where to get information, most learners had no clear plans for achieving their goals</p> <p>Typical expectations: To improve speaking and listening skills, to be able to socialize in English, to get plenty of practice in speaking, to communicate effectively at work, to learn how to write well</p> <p>3. Communication situations/skills--most popular choices: Participate in discussions Prepare and give presentations Understand various listening materials Participate in formal conversations in the workplace Participate in a job interview Write formal letters</p> <p>4. Other information: Languages spoken, level of education, previous occupation, length of stay in Canada</p> | <p>This information did not give me a specific focus for my planning; it just confirmed that at LINC 5 level the learners still preferred a general proficiency course. I used it with information from Tool 3 to select tasks and communication situations set in a theme-based context for my long-range plan.</p> <p>I referred to the selected communication situations/skills when I planned tasks for my long-range plan.</p> <p>I used the situations/skills selected by my learners to design main tasks for my long-range plan and group competencies (Level Outcomes) around them. This way I could target Level Outcomes directly related to the listed items and add on the ones that were less complex (e.g., describing a process versus introducing a person).</p> <p>I did not use this information directly for my long-range planning but it helped me to get to know my learners: who they were, what they wanted in their lives, what excited and worried them, etc. I decided I would access this information to address possible settlement needs or language needs they may have as individuals (e.g., pronunciation, learning styles, family-related needs). For the purpose of this document, I presented the summary of this information in the class profile below.</p> |

Class Profile:

CLB levels assigned to my class: Speaking CLB 6, Listening CLB 6, Reading CLB 5, Writing CLB 5
 This term, there were 19 learners registered in my class, with two at LINC 4 level. There were five learners repeating the program. The learners in my class represented a wide range of CLB levels:

| | | | | | |
|------------|-------------------|-----------|----------|----------|----------|
| Speaking: | CLB 6: 4 learners | CLB 5: 14 | CLB 4: 1 | | |
| Listening: | CLB 6: 5 | CLB 5: 13 | CLB 4: 1 | | |
| Reading: | CLB 8: 2 | CLB 7: 8 | CLB 6: 2 | CLB 5: 2 | CLB 4: 5 |
| Writing: | CLB 6: 4 | CLB 5: 8 | CLB 4: 7 | | |

Most learners in my class were university-educated professionals from various fields, including a doctor, an accountant, engineers and teachers. Most learners spoke Mandarin; other languages represented in the group were Farsi and Arabic. The majority of the learners wanted to work in their professions or study. Most learners had lived in Canada for less than one year.

Long-Range Planning

Guiding Questions

1. What was the purpose of my long-range plan?
2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?
3. What factors informed my long-range plan? How did they inform it?
4. What period of time did I plan for and why?
5. What components did I include in my long-range plan and why did I choose to include them?
6. How did I share my long-range plan with the learners in my class and why?
7. How did I benefit from developing a long-range plan?
8. How did my plan accommodate learners' changing needs or new learners joining the program?

Catherine's Answers

1. What was the purpose of my long-range plan?

The purpose of my long-range plan was to provide me with a framework that would guide my daily lesson planning.

The process of developing the general direction for my teaching and then writing a plan made me consider the learners' needs and relate the objectives and content of my teaching to those needs. Having a detailed long-range plan helped me determine and organize what I was going to teach day-to-day and clarify how much realistically could be done. It helped me stay focused. A long-range plan also made me aware of the resources, research, guest speakers, and field trips I would need to plan for.

2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?

I used Units, Level Outcomes, Themes, and lists of grammar and pronunciation items from the *LINC 5–7 Curriculum Guidelines*.

- Units: I listed the elements I needed to teach for the successful completion of the listed task(s). Units also provided me with task ideas that I could adapt to a particular theme or topic. They gave me a quick reference of targeted competencies.
- Level Outcomes: I listed targeted CLB competencies for tasks. I used the At-a-Glance charts to inform myself about all the CLB competencies for LINC 5.
- Themes: I used the theme development ideas and the resources listed to plan my program.
- Grammar and pronunciation items: I referred to them for possible items to teach.

3. What factors informed my long-range plan? How did they inform it?

My long-range plan was mostly informed by the targeted CLB competencies for LINC 5 and by the results of the needs assessment. I try to be flexible in accommodating changing needs and interests of learners; therefore, my long-range plan was a tool I used to stay on track but I didn't follow it rigidly.

In the needs assessment, learners expressed interest in several themes and I used them in my plan. My LINC 5 class is part of the LINC 1–6 program offered at my centre and many of the learner in my class came from the previous LINC class in the centre. As a result, they expected that this class would follow a theme-based format similar to the lower-level classes. They also showed interest in specific communication skills (e.g., giving a presentation, communicating in the workplace, participating in a job interview), which informed the tasks and targeted CLB competencies listed in my plan.

4. What period of time did I plan for and why?

My class had continuous intake. To best meet learners' needs (and include new learners), I planned for a period of four weeks at a time, rather than the whole term (four months). This way, I could easily incorporate updated information from the ongoing needs assessments and revise my plan as necessary.

5. What components did I include in my long-range plan and why did I choose to include them?

I organized my program around communication situations and related Level Outcomes (CLB competencies). I used themes to contextualize them. The themes were selected according to learners' choices and the teaching materials I have. I assigned a theme for each week and correlated it with CLB competencies and tasks. For each week in my plan I included:

- a theme
- targeted CLB competencies (Level Outcomes)
- a culminating task which allowed learners to demonstrate these CLB competencies, and which could be used for performance assessment
- related skill-building tasks that could also allow for spiralling other competencies
- key elements I needed to teach so learners could successfully complete the tasks

I also included related language (e.g. grammar, pronunciation, idioms), socio-cultural aspects (e.g. body language) and resources. These items were starting points that I could expand upon in daily planning. I listed the Units and Learning Links from the *LINC 5–7 Curriculum Guidelines* for reference.

I chose these components to stay focused on the CLB competencies, which are the objectives of my program. I needed all the other elements (in my plan) to inform my lesson planning and keep me focused on what the learners need to perform the CLB competencies. I organized these components under a theme heading. I listed tasks with elements to teach and targeted competencies side by side to see their connection. I developed my long-range plan in chart format to facilitate easy reference. This helped me distinguish between the fixed (tasks and CLB competencies) and the flexible components (theme, related language and resources) of my long-range plan.

I wanted my plan to have enough detail to inform my daily lesson planning, but also to be flexible enough to accommodate the needs of new learners. During lesson planning, I could change the order of the weeks when required, or change the flexible components of the plan.

6. How did I share my long-range plan with learners in my class and why?

I posted the planned themes and selected communication situations/skills relating to units from the *Guidelines* on chart paper. I discussed with learners what we were doing and would be doing, and checked off units as we completed them. This way, learners could see that their input was being implemented in the program. I think learners became more invested in the program through this process.

7. How did I benefit from developing a long-range plan?

My long-range plan was a weekly point of reference for me. I used it to stay focused on the targeted competencies and make sure that I included all the elements needed for completion of the task(s) in my lessons. I referred to it to make sure I was on track. Focusing on CLB competencies and communication situations was a new way of planning for me and as a result I referred to my long-range plan more often than before to stay on track.

I revisited my long-range plan to add resources I used in my daily lessons. I intend to refer to it when I teach these theme and situations again, and when I make my next long-range plan.

8. How did my plan accommodate learners' changing needs or new learners joining the program?

I was able to accommodate learners changing needs by including flexible elements in my long-range plan. These were the themes/topics, related language (vocabulary, grammar, pronunciation), socio-cultural aspects of communication and the resources. When learners' interests and goals changed, I could adjust the flexible elements of my plan while staying focused on the fixed elements, such as the Level Outcomes and related tasks.

Catherine's Long-Range Plan

I wrote a long-range plan for four weeks at a time. As I approached the end of that teaching time, I reviewed my plan and wrote the next one. At the end of the term I had a series of four long-range plans.

As I co-taught my program with another instructor, we collaborated on the long-range plans. Our plans were kept in a common binder so we could refer to them when needed.

In my daily teaching I followed a routine that included reviewing previously taught vocabulary and listening to TV news. These daily activities were not listed in my long-range plan.

| | | | |
|--|--|--|--|
| <p>This is a culminating task for this week.</p> | <p>Week 3 THEME: HEALTH AND SAFETY Topic: Ways to Reduce Stress</p> | | <p>Here I list the CLB competencies (Level Outcomes) that I will focus on in a given week. I will list additional CLB competencies in my lesson plans.</p> |
| <p>These are tasks and activities developing and reviewing skills needed for the culminating task.</p> | <p>TASK: GIVING A PRESENTATION</p> <p>Related skill-building tasks:</p> <ul style="list-style-type: none">• Learners develop an outline for a presentation.• Learners prepare and give presentations with Q&A.• Learners write a summarizing paragraph.• Learners develop a peer evaluation form. <p>Elements to teach:</p> <ul style="list-style-type: none">• structuring the presentation (opening, body, conclusion)• preparing an outline• greeting the audience• introducing oneself, introducing the topic• developing the body of the presentation• summarizing and concluding• writing a summarizing paragraph (to use as an opening or closing during the presentation)• answering questions• note-taking skills <p><i>LINC 5–7 Curriculum Guidelines:</i></p> <p>Unit 15: Presentations p. 219 Learning Links: Non-verbal Communication, Note Taking, Presentations</p> | <p>TARGETED CLB COMPETENCIES (LEVEL OUTCOMES)</p> <p>Speaking:</p> <ul style="list-style-type: none">• CLB 6-IV: Describe a simple process. Tell a detailed story, including reasons and consequences.• CLB 6-III: Make a simple prediction of consequences. <p>Listening:</p> <ul style="list-style-type: none">• CLB 6-III: Demonstrate comprehension of details and speaker’s purpose in suggestions advice encouragements and requests.• CLB 6-IV: Identify main ideas, supporting details ... in presentations. <p>Writing:</p> <ul style="list-style-type: none">• CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.• CLB 5-II: Reduce ... information to a list of 5 to 7 points. | |
| <p>These are language functions and skills needed for the culminating task.</p> | <p>Language:</p> <p>grammar: sequencers, transitions, adverbs of frequency, modal verbs, time clauses (<i>when I ...</i>, <i>I ...</i>; <i>every time I ...</i>, <i>I would ...</i>) point form for an outline vocabulary: related to stress management, stressors, alternative treatments, words for emotions, related idioms, adjectives to describe a person under stress pronunciation: intonation: rise and fall in questions, sentence stress, pausing</p> <p>Socio-cultural aspect:</p> <p>non-verbal communication, eye contact, not being too humble</p> <p>Resources:</p> <p><i>Canadian Snapshots</i>, websites with information on giving presentations and ways of coping with stress</p> | | |
| <p>These are the flexible elements of my long- range plan.</p> | | | |

Catherine's Long-Range Plan

The following plan represents four weeks of my program. It covers two themes: Health and Safety and Employment.

| Week 3 THEME: HEALTH AND SAFETY Topic: Ways to Reduce Stress | |
|--|---|
| <p>TASK: GIVING A PRESENTATION</p> <p>Related skill-building tasks:</p> <ul style="list-style-type: none"> • Learners develop an outline for a presentation. • Learners prepare and give presentations with Q&A. • Learners write a summarizing paragraph. • Learners develop a peer evaluation form. <p>Elements to teach:</p> <ul style="list-style-type: none"> • structuring the presentation (opening, body, conclusion) • preparing an outline • greeting the audience • introducing oneself, introducing the topic • developing the body of the presentation • summarizing and concluding • writing a summarizing paragraph (to use as an opening or closing during the presentation) • answering questions • note-taking skills <p>LINC 5–7 Curriculum Guidelines:</p> <p>Unit 15: Presentations p. 219 Learning Links: Non-verbal Communication, Note Taking, Presentations</p> | <p>TARGETED CLB COMPETENCIES (LEVEL OUTCOMES)</p> <p>Speaking:</p> <ul style="list-style-type: none"> • CLB 6-IV: Describe a simple process. Tell a detailed story, including reasons and consequences. • CLB 6-III: Make a simple prediction of consequences. <p>Listening:</p> <ul style="list-style-type: none"> • CLB 6-III: Demonstrate comprehension of details and speaker's purpose in suggestions advice encouragements and requests. • CLB 6-IV: Identify main ideas, supporting details ... in presentations. <p>Writing:</p> <ul style="list-style-type: none"> • CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. • CLB 5-II: Reduce ... information to a list of 5 to 7 points. |
| <p>Language:</p> <p>grammar: sequencers, transitions, adverbs of frequency, modal verbs, time clauses (<i>when I ...</i>, <i>I ...</i>; <i>every time I ...</i>, <i>I would ...</i>) point form for an outline vocabulary: related to stress management, stressors, alternative treatments, words for emotions, related idioms, adjectives to describe a person under stress pronunciation: intonation: rise and fall in questions, sentence stress, pausing</p> <p>Socio-cultural aspect:</p> <p>non-verbal communication, eye contact, not being too humble</p> <p>Resources:</p> <p><i>Canadian Snapshots</i>, websites with information on giving presentations and ways of coping with stress</p> | |

| Week 4 THEME: HEALTH AND SAFETY Topic: Healthy Living | |
|--|--|
| <p>TASK: WRITING A CLASS BOOKLET</p> <p>Related skill-building tasks:</p> <ul style="list-style-type: none"> • Learners contribute paragraphs based on their presentation or an aspect of healthy living (of their choice). As a class, they put the booklet together: edit, word process and print. • Learners read online articles. • Learners research online instructional materials on paragraph writing. <p>Elements to teach:</p> <ul style="list-style-type: none"> • structuring a paragraph <ul style="list-style-type: none"> -developing a topic sentence or main idea -providing supporting details -writing a concluding sentence -connecting sentences • editing <ul style="list-style-type: none"> -checking paragraph structure -developing a list of errors -spell-checking • reading articles <ul style="list-style-type: none"> -skimming and previewing -identifying writer's purpose -identifying organization of the text -drawing conclusions -summarizing and paraphrasing information -connecting content to personal experience <p>LINC 5–7 Curriculum Guidelines:</p> <p>Unit 2: Writing Paragraphs and Essays, p. 81 Learning Links: Writing Process</p> | <p>TARGETED CLB COMPETENCIES</p> <p>Writing:</p> <ul style="list-style-type: none"> • CLB 5-IV: Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. <p>Reading:</p> <ul style="list-style-type: none"> • CLB 5-IV: Demonstrate comprehension of a 2 to 3 paragraph moderately complex descriptive or narrative text on a familiar topic. |
| <p>Language: grammar: sentence structure (SVO), subject-verb agreement, logical connectors; punctuation, capitalization vocabulary: related to healthy lifestyle, fitness, eating habits, idioms related to body and health</p> <p>Computers: word-processing, spell-check, thesaurus, Internet search</p> <p>Resources: Internet: punctuation (owl.English.purdue.edu), grammar text on logical connectors; <i>Passages 1 Workbook</i> on paragraph writing</p> | |

| Week 5 THEME: EMPLOYMENT Topic: Employment Laws | |
|--|---|
| <p>TASK: GETTING INFORMATION FROM THE EMPLOYMENT STANDARDS ACT</p> <p>Related skill-building tasks:</p> <ul style="list-style-type: none"> • Learners complete a scavenger hunt on the Internet or in written text. • Learners participate in jigsaw reading: they orally report researched information, write a paragraph to report information. • Learners hold a discussion on employment-related issues. <p>Elements to teach:</p> <ul style="list-style-type: none"> • understanding the workplace law • identifying the purpose of the law • paraphrasing legislation • comparing with other countries • making inferences about Canadian values • scanning text for specific information • writing notes • participating in a discussion <ul style="list-style-type: none"> - expressing and supporting an opinion - agreeing and disagreeing <p>LINC 5–7 Curriculum Guidelines:</p> <p>Unit 15: Presentations p. 219 Learning Links: Non-verbal Communication, Note Taking, Presentations</p> | <p>TARGETED CLB COMPETENCIES (LEVEL OUTCOMES)</p> <p>Speaking:</p> <ul style="list-style-type: none"> • CLB 6-IV: Describe a simple process. Tell a detailed story, including reasons and consequences. • CLB 6-III: Make a simple prediction of consequences. • CLB 6-IV: Participate in a small group discussion (...); express opinions (...). <p>Reading:</p> <ul style="list-style-type: none"> • CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts <p>Writing:</p> <ul style="list-style-type: none"> • CLB 5-II: Reduce a page of information to a list of seven to 10 important points. |
| <p>Language: grammar: formal register, passive voice, modals of necessity and obligation, expectation, advice and prohibition (<i>have to, must, supposed to, had better</i>) vocabulary: related to terms of employment and working conditions (see the text)</p> <p>Computers: accessing Internet, Internet search</p> <p>Resources: www.settlement.org, <i>Newcomers Magazine</i></p> | |

| <div> Week 6 THEME: EMPLOYMENT Topic: Canadian Workplace </div> | |
|---|---|
| <p>TASK: PARTICIPATING IN WORKPLACE COMMUNICATION SITUATIONS</p> <p>Related skill-building tasks:</p> <ul style="list-style-type: none"> • Learners discuss and role-play workplace scenarios. • Learners role-play meetings. • Learners write e-mail messages to communicate workplace-related issues. <p>Elements to teach:</p> <ul style="list-style-type: none"> • interacting with peers: <ul style="list-style-type: none"> - expressing opinions - asking for and reporting information • interacting with a supervisor: <ul style="list-style-type: none"> -discussing roles and responsibilities -receiving and giving advice -making suggestions -agreeing and disagreeing • participating in one-on-one meetings <ul style="list-style-type: none"> -using various degrees of formality • writing an e-mail message: <ul style="list-style-type: none"> -using appropriate salutations -addressing readers -reporting or requesting information <p>LINC 5–7 Curriculum Guidelines:</p> <p>Unit 6: Workplace Teams and Reporting Relationships, p. 125</p> <p>Unit 17: One-on-One Meetings p. 241</p> <p>Unit 3: Notes, Memos and E-mail Messages p. 93</p> <p>Learning Links: Non-Verbal Communication, Discussions and Debates</p> | <p>TARGETED CLB COMPETENCIES</p> <p>Speaking:</p> <ul style="list-style-type: none"> • CLB 6-I: Open, maintain and close a short routine conversation. • CLB 6-IV: Participate in a small group discussion, meeting (...); express opinions, obligation, ability, certainty. • CLB 6-II: Give a set instructions dealing with simple daily actions. • CLB 6-III: Make a simple formal suggestion; provide reason <p>Listening:</p> <ul style="list-style-type: none"> • CLB 6-I: Identify specific factual details and inferred meanings in dialogues (...). <p>Writing:</p> <ul style="list-style-type: none"> • CLB 5-III: Convey business messages as written notes. |
| <p>Language:</p> <p>grammar: modal verbs, rejoinders (<i>so do I, Neither does she</i>), indirect speech to report information, vocabulary: as in week 4, management, hierarchy, company structure, departments and positions, duties and responsibilities</p> <p>pronunciation: intonation, pausing, stress</p> <p>Resources:</p> <p>Brass Ring, Newcomer Magazine, settlement.org</p> | |

Lesson Planning

Guiding Questions

1. How did my long-range plan guide my lesson planning?
2. What was the process I went through to plan my lessons?
3. How did I ensure my lessons addressed the needs of learners at different CLB levels?
4. How did I include performance assessment in my lesson planning?
5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

Catherine's Answers

1. How did my long-range plan guide my lesson planning?

My long-range plan gave me (and my co-instructor) a framework for daily lesson planning and guidance in developing classroom tasks/activities for the Level Outcomes (CLB competencies) I planned to target.

Before developing my lessons, I looked at the plan for each week. I focused on the listed targeted CLB competencies, the culminating task, and the elements I needed to teach for that task. I decided what could be taught for the week assigned the specific items for each one-day lesson. I also considered the related skill-building tasks listed in my long-range plan when developing the culminating task for each day. I reviewed the listed resources and related language and looked over my materials to help me develop classroom activities.

2. What was the process I went through to plan my lessons?

When I planned my lessons, I considered the theme, culminating task for the week, related skill-building tasks and the elements to teach (all listed in my long-range plan). From those, I chose the culminating task for the lesson and this became my objective for the day.

The daily lesson tasks and activities led to the overall culminating task(s) of the week. For example, when teaching “preparing and giving presentations”, I developed a series of tasks and activities around the elements of a presentation (getting information about topic, writing an outline, presenting information, writing a summarizing paragraph).

Once I outlined my lesson, I looked at the activities and tasks and noted what other Level Outcomes were addressed through them. I marked them on my planning checklist to keep track of them. If needed, I would change or adjust the tasks to address the competencies that learners needed more practice performing.

The culminating tasks for the lessons always related to the targeted Level Outcomes from my long-range plan. For ideas on culminating tasks, I referred to task pages in units in the *LINC 5–7 Curriculum Guidelines*. I looked at the elements to teach and the materials I had, and decided which tasks and activities I could use as is or

adapt. I considered the language elements learners needed to complete the task, and decided which ones needed to be taught or reviewed. Alternatively, I would draw vocabulary, grammar and pronunciation items from materials I planned on using.

There were a number of practical issues I considered when planning my lessons:

- I thought about the types of activities and tried to include activities to make my lessons as interactive, engaging and stimulating as possible. For example, instead of reading the text, I would do a jigsaw reading; to gather information, I would use surveys or interviews; to exchange ideas, I would use presentations and debates.
- I considered the sequencing of the lesson procedures. I planned my activities so they would flow from introducing the language, to practising and then producing the language in the culminating task.
- I thought about grouping learners for particular activities (individual, group, whole class) in the context of class dynamics and individual learning styles.
- I considered the timing of my activities and the time of day when scheduling my lesson activities. For example, I wanted to do TV news in the morning because that was when learners were most alert.
- I considered when I had access to computers and how I could use them in a way that would make my planned tasks as real life as possible.

I kept my lesson plans in a binder for future reference. I reviewed them to get ideas on materials, activities or tasks that worked well, assessment tools or ideas for future lessons. I used the Planning Checklists (*Guidelines*, p. 322) to keep track of the Level Outcomes I addressed in my lessons. At the top of each column, I wrote the dates of the week and then I checked off the CLB competencies as I covered them. In each column for a week, I put a check mark (✓) for the targeted CLB competencies and a dot (•) for the spiraled ones. This way, I could clearly see the Level Outcomes I had addressed so far.

3. How did I ensure my lessons addressed the needs of learners at different CLB levels?

I usually had the same tasks but different expectations of performance. For example, some learners needed to listen to the text twice while others three times. Many activities or tasks involved pair or group work where learners collaborated on the task outcome. Sometimes I paired learners with lower and higher CLB levels for peer support; other times I grouped learners with lower CLB levels together so they could work at the same pace while the learners with the higher CLB levels worked on an additional part of the task or another activity.

4. How did I include performance assessment in my lesson planning?

I designed culminating tasks so that they were appropriate for assessment purposes. This way, I could assess my learners while they were performing the culminating tasks in the lesson.

5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

I used the *Guidelines* extensively when developing my lessons. As I became more acquainted with the document, I became more efficient in finding the information I needed. In particular, I used:

- **Units:** I used sample task pages to get ideas for lesson tasks or activities. I referred to all pages, not only those relevant to LINC 5, which I teach. I found that many tasks could be easily adapted or set in any thematic context. I also used listed Sample Language as well as Teaching Suggestions and Resources. They gave me practical tips that I could apply when teaching particular lessons.
- **Themes:** I used Theme Development Ideas to draw context for my lessons and reviewed listed resources. I also read sample ideas for situating themes in various units.
- **Level Outcomes:** I read Level Outcome pages to inform myself on performance indicators and conditions for the specific CLB competencies that I wanted to target in my lessons. This helped me ensure that the tasks and activities I used were level-appropriate.
- **Planning Checklists:** I adapted the Planning Checklists and used them for tracking the CLB competencies that I had taught and/or assessed.
- **Learning Links:** I used Learning Link pages as a quick reference and a summary of skills for learners. For example, I used the *Presentations* Learning Link as a handout and based part of my lesson on it.

Lesson Planning

Lesson Setting

This lesson was within the Health and Safety theme, Ways to Reduce Stress topic and was part of a series of lessons on presentations (see long-range plan, p. 32). Prior to this lesson, I had taught the structure of a presentation: greeting the audience, opening the presentation, presenting the subject, summing up, and answering questions from the audience. Learners were already familiar with vocabulary related to health issues as we had been working in this theme for a few days.

The overall objective of the lesson was to prepare learners for giving a presentation. During the lesson, learners reviewed familiar elements of a presentation, created a presentation outline and prepared a peer evaluation form. In addition, learners reviewed specific vocabulary items, idioms and expressions related to stressors, signs of stress, ways of coping with stress, and mental and emotional health. We also discussed the grammar points needed for an outline and presenting information, such as point form, sequencers and logical connectors.

In subsequent lessons, learners used the prepared outline and summary to develop and give their own presentations on the suggested topic. Selected learners were assessed using specific criteria.

Planning Process

When planning this lesson, I used a number of resources. I referred to my long-range plan to make sure that I reviewed and taught all planned elements of a presentation. I also referred to my plan to choose Level Outcomes I would target in the lesson. This helped me determine language skills and functions to include in the lesson. I wanted to use authentic materials so I searched the Internet for resources on stress-related topics. I also adapted existing activities from ESL textbooks. I couldn't find any listening materials related to the topic so I recorded the text myself. I also considered how to best incorporate the computers into my lesson because on that day I spend two-and-a-half hours in a computer lab.

I referred to Unit 15 (Presentations) from the *LINC 5–7 Curriculum Guidelines* to draw ideas when preparing this lesson. I decided to use Task 7 (*Guidelines p. 224*) as one of the tasks relating to the targeted CLB competencies. I also modified Task 8 (*Guidelines p. 226*) so it was level-appropriate for my class. I read the Sample Language and Independent Learning page to select a grammar point for my lesson and Teaching Suggestions for ideas on how to make working with presentations more interesting.

The sample lesson that follows illustrates my lesson planning process. It provides a description of lesson procedures, my additional comments and materials used by learners. It is not a lesson plan.

LINC LEVEL 5 Duration: 5 hours




Lesson Objectives:




- to review elements of a presentation
- to write an outline of a presentation




Targeted Level Outcomes (CLB competencies):

- 👂 Listening CLB 6-IV: Identify main ideas, supporting details, statements and examples in a (...) narrative presentation.
- ✍ Writing CLB 5-II: Reduce (...) information to 7 to 10 important points.

Lesson Procedures and Catherine's Comments:

| | | |
|----|---|--|
| 1. | Warm-up: Vocabulary Review  This activity is a review of vocabulary items related to stress introduced in the previous lesson. Learners complete handouts with a cloze exercise and a word formation table, then compare answers. Before this activity, I explain the objective of today's lesson and list briefly what we will be working on. Vocabulary review is one of the routines that I do every morning. I listed the words I wanted to review based on previous lessons and then developed my own handout. This vocabulary review can be done on the board instead of a handout. | 15 minutes Handout 1 p. 43 |
| 2. | Small Group Discussion: Rating Stressful Events.  Part 1: Learners read a list of eight life events causing stress and rank them from most to least stressful. Next, in groups of three, they compare and discuss their ratings. They also share how they react to those events. Part 2: Learners add eight more stressful events to their lists based on own experience. Part 3: In their groups, learners read the rating of stressful events by renowned psychologists, compare to their own listings and discuss what was different and what surprised them most. As a class, learners discuss how the immigrant experience influences the rating. The purpose of this activity is to give learners an opportunity to talk and share ideas on the topic of the lesson. It also prepares them for the listening task. I adapted the lists of stressful events from the resource that I had. I used them as a reading text and developed my own procedures for this activity. Adapted from: <i>Academic Encounters. Human Behaviour. Reading, Study Skills, Writing. High Intermediate to Low Advanced</i> | 30 minutes Handout 2 pp. 44, 45 |
| 3. | Listening Task: Stress: What Is It?  Part 1: Learners listen twice to a talk about stress and complete comprehension questions in the form of True/False statements. Part 2: Learners read the transcript of the listening text and correct their answers. Part 3: Learners paraphrase three sentences from the text. These are topic sentences for each paragraph. The targeted competency: Listening CLB 6-IV: Identify main ideas, supporting details, statements and examples in a (...) narrative presentation I introduce or review vocabulary items prior to the task (write them on the board). I also hand out the T/F questions. Vocabulary: critical factor, anxiety, threatening, outweigh, cope with, label, perceive, impact, invigorated, manner, well-being I will refer to sentences from Part 3 later and point out that they may also be used when writing an outline. Resource: www.cmha.ca <i>Your First Aid Kit for Stress</i> . I read and recorded the text myself. | 30 minutes Handout 3 pp. 46, 47 |

| Coffee Break | | |
|--------------|---|--|
| 4. | <p>Review: Elements of a Presentation </p> <p>Introduction: This activity is a review of elements of a presentation that learners are familiar with. I elicit those elements from learners and list them on chart paper, then post it for reference. I also give them a Learning Link: Presentations handout to refer to. I discuss the elements they will use in their presentations and learners circle the items they will be working on in this lesson.</p> <p>During this activity learners review how to prepare for a presentation: gather information (research if necessary); choose a topic; determine audience, style of presentation and venue; create an outline; develop a presentation; practise.</p> <p>It also gives me an opportunity to remind them about what they will learn in this lesson: how to structure their presentation, write an outline, use transitions and sequencers, use non-verbal communication. All these items are in the Learning Link.</p> | <p>30 minutes</p> <p>Handout 4 Learning Link, p. 48</p> |
| | <p>4 a: Non-Verbal Communication: Demonstration</p> <p>Non-verbal communication is one of the items the learners circled during the introduction to this activity. I demonstrate various examples of body language used when speaking to a group. Learners discuss the examples and decide which are appropriate for a presentation. I elicit from the class elements of non-verbal communication important in their presentations and list them on chart paper (facial expressions, eye contact, posture, gestures).</p> <p>I demonstrate examples of body language that I noticed in my learners when they addressed the class: no eye contact, staring at one person, reading from a paper, slouching, fidgeting, stiff posture.</p> <p>This activity is a reminder of non-verbal communication elements learners will be required to use when presenting.</p> | <p>10 minutes</p> |
| | <p>4 b: Grammar Review: Transitions </p> <p>Part 1: Learners brainstorm transitions that can be used during a presentation and list them in categories: starting and sequencing a presentation, adding other points, recapping. Learners rewrite a short description adding appropriate transitions.</p> <p>Part 2: Learners talk on chosen subjects using transitions to provide main points and supporting details.</p> <p>I elicit transitions and add more if needed; write them on the board. Categories used: starting a point, moving to another point, adding information, sequencing points, providing examples</p> <p>As a class we discuss alternative transitions that could be used.</p> <p>Adapted from: <i>Functioning in English</i></p> | <p>20 minutes</p> <p>Handout 5 p. 49</p> |
| Lunch Break | | |
| 5. | <p> Online Survey: What Is Your Stress Index? (see copy of the survey, p. 51)</p> <p>Part 1: Learners access and complete an online survey on their individual stress levels. Learners check their stress level ratings and print the survey.</p> <p><i>This survey can also be done using a handout.</i></p> <p>Part 2: In groups of three, learners discuss the questions listed on the board:</p> <ul style="list-style-type: none"> What causes you stress? How do you react to stress? How do you manage stress? <p>This activity is done to generate ideas in preparation for presentations. Learners can take notes.</p> <p>I review vocabulary prior to this task:</p> <p>blow up, neglect, seek, unrealistic, make a big deal of, tranquilizers, fail to do, build ... into ...</p> <p>Learners type in the URL and access the survey. They complete it by clicking Yes or No boxes and accessing the score and comments in a pop-up box.</p> <p>Resource: www.cmha.ca/</p> | <p>20 minutes</p> |

| | | |
|---------------------|---|--|
| 6. | <p>An Outline: Writing in Point Form </p> <p>Part 1: Point-form Practice. Learners work in pairs. Each learner gets two paragraphs and writes a point-form summary. Each point represents a paragraph. Learners exchange their points for peer correction and put them together to form an outline for four paragraphs.</p> <p>Part 2: I define what an outline is, learners provide purposes for writing it. I provide examples and describe principles of writing an outline and writing in point form.</p> <p>Main points to discuss: Types of outlines: topic outline or sentence outline Structure: opening with a topic statement, preview, body with key points, conclusion (review)</p> <p>Main elements: parallelism of headings and subheadings, division of heading into two or three parts, subordination (headings with more important information, subheadings more specific)</p> | <p>20 minutes</p> <p>Handout 6 p. 50</p> |
| 7. | <p> Writing Task: An Outline</p> <p>Learners prepare and wordprocess an outline for their presentation “Coping with Stress”. They print it and orally present to a partner for peer feedback. Learners can exchange their outlines for additional comments and then edit where necessary.</p> <p>This writing task involves one of the CLB competencies targeted in this lesson: CLB5-II: Reduce (...) information to 7 to 10 important points. Learners work in MS Word using a numbering feature or bullets. I explain how to use these features. Learners with strong computer skills can use an outline feature.</p> | <p>15 minutes</p> |
| Coffee Break | | |
| 8. | <p> Writing Task: Evaluation Form</p> <p>I elicit from learners the purpose of peer evaluation and discuss types of forms that can be used: open-ended questions, yes/no questions, rating scale. Also, learners discuss which elements of presentation should be evaluated.</p> <p>In groups of four, learners prepare a peer evaluation form for their presentations. Each group prepares a different format. Groups present their forms; class negotiates and selects which form will be used.</p> <p>Learners are already familiar with the idea of peer evaluation and evaluation forms. For criteria for peer evaluation, learners can go over the items they circled in the Learning Link: Presentations, see activity #4.</p> | <p>45 minutes</p> |
| 9. | <p>Wrap-up: Class Discussion</p> <p>Learners answer the following questions: What have you learned today? What worked for you? What did not? Are you ready to make a presentation during the next class? If not, what do you need to work on? Learners volunteer when they will make their presentations.</p> <p>I inform learners about the possible assessment and what general criteria will be used. I note which learners do not feel ready to present. I also note which elements of the lesson worked and which did not.</p> | <p>15 minutes</p> |

**Handout 1** (Vocabulary Review)

Part I: Complete the sentences using the vocabulary provided.

| | | | |
|-------------------|------------------|-------------------|--------------------|
| irritable | stressors | well-being | overwhelmed |
| exhaustion | hectic | tighten | insomnia |

1. Jenny couldn't sleep the last four nights. She's suffering from _____.
2. There are many _____ in his life right now. He started a new job and is moving into a new apartment.
3. I can feel the muscles _____ in my shoulders when I enter the room to write a test.
4. When he drinks too much coffee and stays up late at night he feels _____ the next day.
5. Practising deep breathing exercises is good for my _____.
6. They have eight children and work full-time. They are too busy and suffer from _____.
7. Lin is _____ when she gets home from work. She needs to cook dinner, do the laundry, return some phone calls, put the children to bed and do her homework.
8. When you are studying English, have a full-time job and a family, life is very _____.

Part II: Complete the table below with the missing words. Do not write in shaded areas.

| NOUN | ADJECTIVE | VERB |
|-------------------|------------------|--------------------|
| stressor | | |
| | | to trigger |
| anxiety | | |
| | | to irritate |
| | tight | |
| exhaustion | | |
| response | | |
| | depressed | |
| symptom | | |
| | | to excite |

Source: Instructor-developed



Handout 2 (Small Group Discussion)

Part 1: Look at the events listed. Rank them from most stressful (1) to least stressful (8). Discuss and explain why you rated them in this order. Describe how you might react to these events.

| EVENT | RANK | YOUR REACTION |
|------------------------------|------|---------------|
| Getting married | | |
| Changing to a new school | | |
| The death of a family member | | |
| Going on vacation | | |
| Being fired from work | | |
| Getting divorced | | |
| Getting a parking ticket | | |
| Moving | | |

Adapted from: Academic Encounters. Human Behaviour.

Part 2: Think about your personal experiences and list eight more life events (both positive and negative) that cause stress. Add them to the list above and rank them accordingly.

| EVENT | RANK |
|-------|------|
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Handout 2 con't. (Small Group Discussion)

Part 3: Read the following rating of the stress-causing life events from most to least stressful done by psychologists Holmes and Rahe. Compare your list with theirs and discuss what surprised you. Discuss how the immigrant experience will influence the rating.

LIFE EVENT

- Death of a spouse
- Divorce
- Death of a close family member
- Major personal injury or illness
- Marriage
- Being fired from work
- Retiring from work
- Major change in health of a family member
- Pregnancy
- Gaining a new family member (e.g., through birth, adoption, etc.)
- Major change in financial state (e.g., having a lot more or less money)
- Death of a close friend
- Taking out a mortgage or loan for a major purchase (e.g., a home or business)
- Major change in responsibilities at work (e.g., promotion, demotion)
- Son or daughter leaving home (e.g., marriage, attending university)
- Beginning or ceasing formal schooling
- Major changes in living conditions (e.g., building a home)
- Trouble with the boss
- Major change in working hours or conditions
- Change in residence
- Changing to a new school
- Taking out a small loan (e.g., for a car, computer, etc.)
- Vacation
- Major holiday (e.g., Christmas, Rosh Hashanah, New Year)
- Minor violations of the law (e.g., traffic tickets, jaywalking)

Adapted from: Academic Encounters. Human Behaviour.



Handout 3 (Listening)

This can be used as a handout, or the questions can be written on the blackboard.

Part 1: Listen to a talk about stress and circle T or F for the statements below:

- | | | | |
|----|---|---|---|
| 1. | All people consider stress to be the same thing. | T | F |
| 2. | When something is stressful we evaluate our coping skills. | T | F |
| 3. | Everyone has the same coping skills. | T | F |
| 4. | Many people respond exactly the same way to a given situation. | T | F |
| 5. | A positive life event may be stressful. | T | F |
| 6. | How we perceive events in our life determines our amount of stress. | T | F |
| 7. | From the talk, give two examples of our body reacting to stress. | | |

8. From the talk, give two examples of positive situations that are stressful.



Handout 3 con't. (Listening)

Part 2: Read the transcript of the listening text and check your answers to comprehension questions.

STRESS: WHAT IS IT?

Although we all talk about stress, it often isn't clear what stress is really about. Many people consider stress to be something that happens to them, an event such as an injury or a promotion. Others think that stress is what happens to our bodies, minds and behaviours in response to an event (e.g., heart pounding, anxiety or nail biting). While stress does involve events and our response to them, these are not the most important factors. Our thoughts about the situations in which we find ourselves are the critical factor.

When something happens to us, we automatically evaluate the situation mentally. We decide if it is threatening to us, how we need to deal with the situation, and what skills we can use. If we decide that the demands of the situation outweigh the skills we have, then we label the situation as "stressful" and react with the classic "stress response." If we decide that our coping skills outweigh the demands of the situation, then we don't see it as "stressful."

Everyone sees situations differently and has different coping skills. For this reason, no two people will respond exactly the same way to a given situation. Additionally, not all situations that are labelled "stressful" are negative. The birth of a child, being promoted or moving to a new home may not be perceived as threatening. However, we may feel that situations are "stressful" because we don't feel fully prepared to deal with them. Some situations in life are stress-provoking, but it is our thoughts about situations that determine whether they are a problem to us.

How we perceive a stress-provoking event and how we react to it determines its impact on our health. We may be motivated and invigorated by the events in our lives, or we may see some as "stressful" and respond in a manner that may have a negative effect on our physical, mental and social well-being. If we always respond in a negative way our health and happiness may suffer. By understanding ourselves and our reactions to stress-provoking situations, we can learn to handle stress more effectively.

Adapted from: Canadian Mental Health Association booklet: "Your First Aid Kit for Stress".

Part 3: Paraphrase the following sentences from the text:

1. Although we all talk about stress, it often isn't clear what stress is really about.

2. When something happens to us, we automatically evaluate the situation mentally.

3. How we perceive a stress-provoking event and how we react to it determines its impact on our health.



Handout 4 (from *LINC 5–7 Curriculum Guidelines*, p. 318)

Learning Link

Presentations

Elements to Consider Before Presentation

- The audience (information they already know and need to know)
- The purpose of your presentation (to inform, to persuade, to demonstrate)
- The length of your presentation
- The mode of your presentation
- Use of visuals (what kind? for what purpose?)
- Use of PowerPoint

Preparing a Presentation

- Prepare an outline
- Prepare cue cards or notes
- Prepare visual aids (flip chart, props, display boards with diagrams, illustrations, handouts)
- Develop slides according to outline using PowerPoint

Elements of Delivering a Presentation

- Structure:
 - Introduction/opening
 - Overview of main points
 - Detail of main points
 - Key ideas presented in a clear way and supported with examples or visuals
 - Conclusion: summary of main points
- Non-verbal aspects of delivering a presentation:
 - Eye contact, posture, gestures
 - Voice (tone, speed and clarity) and pronunciation
- Language concepts to consider in presentations:
 - Degree of formality
 - Use of professional jargon
 - Narrative style to keep the audience attentive
 - Transitions and sequencers
 - Recapping and repeating key information; paraphrasing
 - Summarizing
 - Handling questions from the audience
 - Using icebreakers, humour and anecdotes

Evaluation Criteria

- Strengths and weaknesses of the presentation
- Ways to improve the presentation

Internet Search Terms

- effective presentations
- visual aids
- non-verbal communication
- transitions


Handout 5 (Grammar Review: Transitions) Source: Adapted from *Functioning in English*
Part 1: Look at the following words and expressions that can be used to hold ideas together:

1. What you say when you want to add information:

| | | | |
|-------------|---------|----------|---------------|
| and | also | besides | another thing |
| in addition | as well | moreover | |

2. What you say when you want to say the “opposite”:

| | | |
|-----|---------|----------|
| but | however | although |
|-----|---------|----------|

3. What you say when you are giving a lot of reasons or facts:

| | | | |
|-------|--------|------|---------|
| first | second | next | finally |
| | third | then | |

4. What you say to give an example:

| | | | |
|-------------|---------|--------------|---------|
| for example | such as | for instance | that is |
|-------------|---------|--------------|---------|

5. What you say when you want to end off:

| | | |
|----|-----------|--------------|
| so | to sum up | to summarize |
|----|-----------|--------------|

The description below has none of the words or expressions that hold ideas together. Rewrite it using the words from the table (above) to make it better:

This is our grammar book. It explains the grammar points. It gives many exercises on how to use words. It teaches us how to use the word “since.” There are many exercises for practice. It is a very useful book.

Part 2.

Transitions such as *first, second, then, next, finally* are used especially in three kinds of speaking:

1. when we are giving many reasons for something (*why I never watch TV; why we have global warming*)
2. when we are describing a process or telling steps how to do or use something (*how to become a licensed engineer, how cope with stress*)
3. when we are giving the rules for something like a game (*the rules of chess, the rules for how to write a paragraph*)

Working in pairs, choose one subject from each of the three lists below (in the shaded boxes). Tell your partner about your subject using at least five points for each. Use transitions in your sentences.

Giving reasons

- why you should study English at home
- why you need strong computer skills
- why we have global warming
- why it is good to live in a large city

Describing a process or telling steps

- how to evaluate your educational credentials
- how to prepare for a presentation
- how to write a paragraph
- how to send an e-mail message

Giving rules

- the main rules for driving a car
- the rules of any sport
- the rules for how to behave when you meet someone
- the rules of any game



Handout 6 (Writing in Point Form)

Part 1: Read each paragraph and write a brief summary of its content. Use only one point to summarize it.

SUMMARIZING POINT:

You may find it helpful to talk about your stress. Friends and family members may not realize that you are having a hard time. Once they understand, they may be helpful in two ways: first, by just listening to you vent your feelings and second, by suggesting solutions to your problems. If you need to talk with someone outside your own circle of friends and relatives, your family doctor may be able to refer you to a mental health counsellor.

SUMMARIZING POINT:

There are many helpful books, films, videos and courses to help you cope with stress. There are also counsellors who specialize in stress; ask your family doctor for a referral to one. There may also be community college courses and stress management workshops available in your community.

SUMMARIZING POINT:

Physical activity can be a great stress reducer. Go for a walk, take up a sport, dig in the garden, clean the house. You may find it helpful to learn some relaxation exercises. These can be as simple as deep breathing – slowing inhale through your nose until you cannot take in any more air, and then exhale through your mouth. Another simple exercise is stretching--stretch and relax each part of your body, starting from your neck and working downward; exhale as you stretch, and inhale as you release the tension. If you make a habit of taking pressure off yourself by getting rid of your tension, you will find yourself less stressed and more able to solve the problems that caused your stress in the first place.

SUMMARIZING POINT:

You may be able to get rid of stressful feelings temporarily by getting busy. If you get involved in hobbies, sports or work, you can give yourself a “mental holiday” from your stress. Not thinking about your problems for a while can give you a little mental distance from them and make them easier to solve later on.

Source: Adapted from Canadian Mental Health Association website: http://www.cmha.ca/bins/print_page.asp?cid=2-28&lang=1

Part 2: Sample Presentation Outline

- I. **INTRODUCTION**
 - A. Greeting and attention-grabber
 - B. Thesis statement (topic sentence)
- II. **BODY**
 - A. Main point and supporting ideas
 - B. Main point and supporting ideas
- III. **CONCLUSION**
 - A. Restating main points
 - B. Closing

Online Survey

Source: Canadian Mental Health Association website, http://www.cmha.ca/bins/content_page.asp?cid=4-42-216

What is Your Stress Index?

Stress can be difficult to understand. The emotional chaos it causes can make our daily lives miserable. It can also decrease our physical health, sometimes drastically. Strangely, we are not always aware that we are under stress. The habits, attitudes and signs that can alert us to problems may be hard to recognize because they have become so familiar.

Find your stress level right now by completing this test.

| DO YOU FREQUENTLY: | YES | NO |
|---|-----|----|
| Neglect your diet? | | |
| Try to do everything yourself? | | |
| Blow up easily? | | |
| Seek unrealistic goals? | | |
| Fail to see the humour in situations others find funny? | | |
| Act rude? | | |
| Make a "big deal" of everything? | | |
| Look to other people to make things happen? | | |
| Have difficulty making decisions? | | |
| Complain you are disorganized? | | |
| Avoid people whose ideas are different than your own? | | |
| Keep everything inside? | | |
| Neglect exercise? | | |
| Have few supportive relationships? | | |
| Use sleeping pills and tranquilizers without a doctor's approval? | | |
| Get too little rest? | | |
| Get angry when you are kept waiting? | | |
| Ignore stress symptoms? | | |
| Put things until later? | | |
| Think there is only one right way to do something? | | |
| Fail to build relaxation time into your day? | | |
| Gossip? | | |
| Race through the day? | | |
| Spend a lot of time complaining about the past? | | |
| Fail to get a break from noise and crowds? | | |
| Click this button to get your score. | | |

Learner Performance Assessment

Guiding Questions

1. What type of performance assessment did I conduct and for what purpose?
2. How did I determine when to assess learners' performance of specific Level Outcomes?
3. How did I assess the four skills (speaking, listening, reading, writing)?
4. How did I determine the assessment tasks and criteria for successful completion of tasks?
5. How did I keep track of assessment results for the class? For individual learners?
6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?
7. How did I involve learners in the assessment process?
8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?
9. How did I ensure that the assessment accommodated learners at different CLB levels?

Catherine's Answers

1. What type of performance assessment did I conduct and for what purpose?

I conducted formative assessment informally every day as part of my teaching to see how successful learners were in achieving Level Outcomes when performing tasks. I did it mostly through observations and taking notes. Sometimes I collected writing samples or reading/listening comprehension answers to give me a sense of learners' achievement of a specific CLB competency. The formative assessment helped me in two ways:

- to see what learners needed to work on collectively, and what I needed to review or teach in future lessons.
- to focus on learners' individual performance so I could offer feedback and plan what learners needed to work on individually.

I also conducted summative assessment to see how well learners could perform the targeted CLB competencies in culminating tasks. These assessments were spread throughout the term and allowed me to assess all learners on major tasks. In addition, I did summative assessment when a learner was ready for or requested a promotion.

2. How did I determine when to assess learners' performance of specific Level Outcomes?

I referred to my lesson plans and Planning Checklists (described on p.37) to see when we targeted or reviewed the specific Level Outcome and what tasks were used to demonstrate it. If the CLB competency was marked a few times, I would consider assessing this competency. If the CLB competency was not very complex and did not require developing detailed criteria (e.g., CLB 6-I: introduce a person to a small familiar group--can or cannot do it appropriately), I considered the results of formative assessment sufficient and did not carry out

summative assessment. As I conducted ongoing formative assessment, I got a sense of learners' progress and could determine when individuals were ready to be assessed summatively.

3. How did I assess the four skills (speaking, listening, reading, writing)?

I assessed reading and listening through scoring comprehension questions. I found these tasks relatively easy to administer and score.

For speaking and writing assessment, I often developed and used assessment criteria (usually three to keep it manageable) and a rating scale of 1 to 4. I took notes or filled in a chart with results. I assessed speaking through individual, pair and group tasks, where only a few learners were assessed but everybody was involved in the completion of the task. I would spread the assessment over a series of lessons to allow ample time for each assessed learner.

To make the learner performance assessment more manageable, I tried to develop tasks that allowed me to assess more than one Level Outcome (CLB competency). For example, in a role-played parent-teacher interview I assessed “asking for and giving information ...” (CLB 6-IV) and “indicating partial comprehension” (CLB 6-I).

Depending on the CLB competency, I would try to assess most of the class at the same point during the course. I did this through tasks included in my lessons. In my wrap-up discussions at the end of each lesson I informed learners they would be assessed when performing the culminating task for the theme. I explained how I would assess their performance and how they could benefit from it. I also involved them in peer and self-assessment.

4. How did I determine the assessment tasks and criteria for successful completion of tasks?

I analyzed the task, breaking it down into various elements that I taught. Based on that, I established my criteria for assessment. To make sure that the tasks met the parameters of specific CLB competencies, I looked at the performance indicators and conditions in the Level Outcomes section of the *Guidelines* and adjusted the task if needed.

5. How did I keep track of assessment results for the class? For individual learners?

To keep track of the assessment results for the class, I used:

- **An assessment tracking tool** (p. 59): I adapted the Planning Checklist from the *LINC 5–7 Curriculum Guidelines* (pp. 322-323). I listed all competencies for LINC 5 on one page with learner names on the top. In appropriate boxes I put the date and a rating (pass/fail or 1–4). Using the checklist this way helped me keep track of the assessed Level Outcomes and provided me with information on learner performance.
- **Assessment task charts** (pp. 57, 58): I listed the assessed task, CLB competency and three or four criteria. For each assessed learner, I inserted ratings for each criterion, an overall performance score and comments. This gave me detailed information for giving learners constructive feedback.
- Notes from my observations.

6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?

I read the Assessment section (*Guidelines* pp. 37–45). I wanted to make sure that the approach and procedures that I had been using were in line with the principles of CLB-based assessment. It was particularly helpful to me to review different ways of developing assessment criteria for different language skills.

Throughout the term, I often referred to the Level Outcomes section (*Guidelines*, pp. 49–56). In particular, I referred to the performance indicators and conditions of particular CLB competencies that I wanted to assess. They gave me ideas for developing appropriate tasks, adjusting them to varied CLB levels of learners, and drafting assessment criteria.

7. How did I involve learners in the assessment process?

I involved learners in the assessment process by informing them of the purpose and benefits of assessment, and offering them feedback to help them map out strategies or steps for improving their performance. I also involved learners in developing assessment criteria for some of the culminating tasks so they could be more familiar with the targeted competencies and what it would take to master them.

I also involved learners in peer and self-assessment. When preparing a task for assessment, I provided clear instructions that included sharing the assessment criteria. Learners could assess themselves or peers using those criteria. A few times throughout the term, learners would complete a communication situations/skills checklist (p. 25) to get a sense of their progress and to re-evaluate their needs. In peer assessments, learners developed criteria as a checklist or evaluation form and offered feedback to each other.

I tried to use the CLB “Can Do Checklists” with learners to help them understand what LINC 5 CLB competencies are and how their language abilities related to them. When I used them in class, I found them too difficult for learners to read and understand.

8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?

I kept track of the assessed CLB competencies on my assessment tracking tool (p. 59). Listing all the competencies on one page was really helpful for me—I could see right away which CLB competencies I had addressed often in my lessons, and which ones still needed to be targeted before I could assess them. Also, I combined the assessment of a few competencies in one task so the whole process was more manageable.

9. How did I ensure that the assessment accommodated learners at different CLB levels?

Depending on the type of the assessment task, I paired or grouped lower-level learners together and assessed them at the same time. For the speaking and writing tasks, I developed the assessment criteria carefully, keeping in mind the differences in specific performance indicators. Sometimes, I simply lowered my expectations of learner performance for lower-level learners or added a “bonus” criterion to accommodate higher-level learners (e.g., extra comprehension questions or extended length of the task performance).

Speaking Assessment Task

Procedure:

This task is used to assess two CLB competencies and involves two learners at a time. The assessment criteria below can be used by learners for self- and peer-assessment or by me to assess learners.

| | |
|------------------|--|
| Learner A | Introduces a peer to the group and announces the topic of the presentation. Assessed Level Outcome: Speaking CLB 6 I: Introduce a person (e.g., guest, speaker) formally to a small familiar group. |
| Learner B | Gives a 5-minute presentation: "Coping with Stress". Content of the presentation is based on the previous lessons (reading, listening and discussion activities and tasks) and learner's own experience. Assessed Level Outcome: Speaking CLB 6-IV (Presentations): Describe a simple process. |

Assessment Task: Learner A (Introduction)

Your classmate is going to give a presentation on coping with stress. You will introduce him or her to the rest of the class.

You should make a formal introduction and use appropriate non-verbal behaviour. Your introduction will be rated with "pass" or "needs more practice". If you want to assess yourself, use the rating below.

Assessment Criteria:

- ☐ Introduces the speaker by name, provides the topic of the presentation, welcomes the speaker
- ☐ uses appropriate non-verbal behaviour (posture, hand gestures, maintains eye contact with a group)
- ☐ Pass ☐ Needs more practice

Assessment Task: Learner B (Presentation)

Give a five-minute presentation on coping with stress. Include information that you learned during the previous lessons and your own experience. Your presentation will be assessed on a scale from 4 to 1 (below). If you want to assess yourself, use the rating below.

Assessment Criteria:

- ☐ uses an introduction, body with main points and supporting details and a conclusion
- ☐ uses sequencers (e.g., *first, next, after that, second, finally*) and logical connectors to give examples and to add information (e.g., *for example, such as, that is, also, in addition, as well*)
- ☐ uses vocabulary adequate for topic
- ☐ uses appropriate non-verbal behaviour: maintains eye contact, uses appropriate hand gestures and posture
- ☐ 4 excellent ☐ 2 needs more practice
- ☐ 3 pass ☐ 1 not able to complete the task

Listening Assessment Task (Instructor Copy)

For the task description and learner handout, see Catherine's Lesson, pp. 40, 46

Rating:

One point for each correct answer for questions 1 to 6 (below) and one point for each example in questions 7 and 8.

| | |
|----------------------|---------------------------------|
| 9 or 10 points: | 4 (excellent) |
| 7 or 8 points: | 3 (pass) |
| 5 or 6 points: | 2 (needs more practice) |
| fewer than 5 points: | 1 (unable to complete the task) |

Learners listen to a talk (transcript below) about stress and circle T or F for the statements below:

| | Correct Answers |
|--|-------------------|
| 1. All people consider stress to be the same thing. | F |
| 2. When something is stressful we evaluate our coping skills. | T |
| 3. Everyone has the same coping skills. | F |
| 4. Many people respond exactly the same way to a given situation. | F |
| 5. A positive life event may be stressful. | T |
| 6. How we perceive events in our life determines our amount of stress. | T |
| 7. From the talk, give two examples of our body reacting to stress. | 2 examples |
| 8. From the talk, give two examples of positive situations that are stressful. | 2 examples |

STRESS: WHAT IS IT?

Although we all talk about stress, it often isn't clear what stress is really about. Many people consider stress to be something that happens to them, an event such as an injury or a promotion. Others think that stress is what happens to our bodies, minds and behaviours in response to an event (e.g., heart pounding, anxiety or nail biting). While stress does involve events and our response to them, these are not the most important factors. Our thoughts about the situations in which we find ourselves are the critical factor.

When something happens to us, we automatically evaluate the situation mentally. We decide if it is threatening to us, how we need to deal with the situation, and what skills we can use. If we decide that the demands of the situation outweigh the skills we have, then we label the situation as "stressful" and react with the classic "stress response." If we decide that our coping skills outweigh the demands of the situation, then we don't see it as "stressful."

Everyone sees situations differently and has different coping skills. For this reason, no two people will respond exactly the same way to a given situation. Additionally, not all situations that are labelled "stressful" are negative. The birth of a child, being promoted or moving to a new home may not be perceived as threatening. However, we may feel that situations are "stressful" because we don't feel fully prepared to deal with them. Some situations in life are stress-provoking, but it is our thoughts about situations that determine whether they are a problem to us.

How we perceive a stress-provoking event and how we react to it determines its impact on our health. We may be motivated and invigorated by the events in our lives, or we may see some as "stressful" and respond in a manner that may have a negative effect on our physical, mental and social well-being. If we always respond in a negative way our health and happiness may suffer. By understanding ourselves and our reactions to stress-provoking situations, we can learn to handle stress more effectively.

Adapted from: Canadian Mental Health Association booklet: "Your First Aid Kit for Stress".

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Assessment Task Chart (for Speaking Assessment Task, Learner A)

The following assessment task chart was used to track the formative/summative assessment of one CLB competency, using the holistic criterion (can or cannot do it). I used it mostly because it gave me space for comments that I used when giving learners feedback on their performance. To record just the rating of learners, I used the Planning Checklists on Page 59 I adapted from the *Guidelines*.

| CLB Competency (Level Outcome): Speaking CLB 6 I: Introduce a person (e.g., guest, speaker) formally to a small familiar group. Task: Introduce a peer learner to the class before his/her presentation. | | |
|--|--------|----------|
| Learner name | Rating | Comments |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |
| Comments on the task: <div></div> | | |

Assessment Task Chart (for Speaking Assessment Task, Learner B)

| CLB Competency (Level Outcome): Speaking CLB 6 IV (Presentations): Describe a simple process. Task: Give a 5-minute presentation: <i>Coping with Stress</i> . | | | | | | | |
|---|--|--|--------------------------|---------------------------------------|--|----------------|----------|
| Learner name | Assessment Criteria | | | | | Overall Rating | Comments |
| | Uses introduction, development, conclusion | Uses sequencers and logical connectors | Uses adequate vocabulary | Uses appropriate non-verbal behaviour | | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| Comments on the task: | | | | | | | |

Catherine's Assessment Tasks

Assessment Tracking Tool (larger print copy on page 187)

I used the chart below to record the assessment results of learners for the term. I adapted the chart from the Planning Checklist (*Guidelines*, p. 322). I wrote the learners' names at the top of the form, and recorded their scores and dates in the boxes beside the relevant CLB competencies.

| LINC 5 | | Learner Names → | | | | | | | | | |
|---|-----|---|--|--|--|--|--|--|--|--|--|
| Speaking, Listening: CLB 6 Reading, Writing: CLB 5 | | | | | | | | | | | |
| Speaking, CLB 6 | I | Open, maintain and close a short routine formal conversation. | | | | | | | | | |
| | | Introduce a person (e.g., guest, speaker) formally to a small familiar group. | | | | | | | | | |
| | | Make or cancel an appointment or arrangement. | | | | | | | | | |
| | | Express/respond to apology, regrets and excuses. | | | | | | | | | |
| | | Indicate partial comprehension. | | | | | | | | | |
| | | Take turns by interrupting. | | | | | | | | | |
| | | Encourage others in a conversation by adding supportive comments. | | | | | | | | | |
| | | Avoid answering a question. | | | | | | | | | |
| | | Take phone messages with 3 to 5 details. | | | | | | | | | |
| | II | Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. | | | | | | | | | |
| | III | Make a simple formal suggestion; provide reason. | | | | | | | | | |
| | | Make a simple prediction of consequences. | | | | | | | | | |
| | | Make a verbal request for an item. | | | | | | | | | |
| | IV | Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (5-7 minutes) | | | | | | | | | |
| | | Describe and compare people, places etc. | | | | | | | | | |
| | | Describe a simple process. | | | | | | | | | |
| | | Ask for and give information in an interview related to daily activities. | | | | | | | | | |
| Listening, CLB 6 | I | Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. | | | | | | | | | |
| | | Identify mood/attitude of participants. | | | | | | | | | |
| | II | Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. | | | | | | | | | |
| | III | Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. | | | | | | | | | |
| | IV | Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). | | | | | | | | | |
| | | Suggest an appropriate conclusion to a story based on inference. | | | | | | | | | |
| Reading, CLB 5 | I | Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal & public) containing compliments, invitations, likes, dislikes, preferences. | | | | | | | | | |
| | II | Understand and follow moderately complex written instructions for 7-10-step procedures. | | | | | | | | | |
| | | Understand/follow moderately complex everyday texts. | | | | | | | | | |
| | III | Identify factual details and some implied meanings in moderately complex business/service texts, including formatted texts. | | | | | | | | | |
| | IV | Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. | | | | | | | | | |
| | | Demonstrate comprehension of standard maps, basic diagrams, basic graphs. | | | | | | | | | |
| | | Access and locate 2 pieces of information in CD-ROM ESL educational software. | | | | | | | | | |
| Writing, CLB 5 | | Access and locate information through tables of content, indexes and glossaries. | | | | | | | | | |
| | I | Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings. | | | | | | | | | |
| | II | Take live phone messages, voicemail messages or pre-recorded info. with 5-7 details. | | | | | | | | | |
| | | Reduce a page of information to a list of 7-10 details. | | | | | | | | | |
| | III | Convey business messages as written notes. | | | | | | | | | |
| | | Fill out forms. | | | | | | | | | |
| | IV | Write a paragraph to relate/narrate a sequence of events; describe a person, object, scene, picture, procedure or routine; or to explain reasons. | | | | | | | | | |

CLB competency statements from Canadian Language Benchmarks 2000, Citizenship and Immigration Canada.

Program Evaluation

Guiding Questions

1. Why did I conduct program evaluation?
2. How did I conduct program evaluation?
3. How did I use the information I gathered?

Catherine's Answers

1. Why did I conduct program evaluation?

I conducted program evaluation to see how effective my long-range and daily planning was, how my teaching was perceived by learners and what I could possibly do to adjust or improve it. I also conducted program evaluation to help me to reflect on my routines and typical ways of doing things and how I could change them for my own benefit.

I needed to know whether I was meeting learners' expectations regarding this program, to what extent their needs were being met and what aspects of the program they enjoyed or did not like. This term I was planning my program in a different way and I wanted to find out how much this change had benefited learners in this class.

2. How did I conduct program evaluation?

I conducted program evaluation informally; through my observations and post-lesson notes, and through wrap-up discussions with learners at the end of lessons.

I annotated my lesson plans and the materials I used, recording my impressions of the lesson: what went well and what did not, how learners performed, how I could change procedures or adjust the content. I reviewed my comments regularly to draw conclusions to apply in future lessons.

I included learners in the program evaluation by adding wrap-up discussions to each lesson. I informed them that I valued their input and would make changes if they expressed the need for that. I wanted them to know that being committed to the program also meant giving their feedback and participating in shaping the program so it could be relevant to them. I used specific questions I wanted answered in the wrap-up discussions/talks. These were questions about the specific tasks, amount of practice they needed, language elements they wanted to work on, types of activities, or additional elements of the program they wanted added such as presenters or field trips. During these discussions, I took notes of key points for my reference. I also used assessment tasks as an opportunity for learner reflection on the program effectiveness and the progress they made.

3. How did I use the information I gathered?

I reviewed my notes regularly and referred to my long-range plan to see whether it reflected what was indicated through the program evaluation. I also re-examined my lesson plans for possible ideas on improving aspects of my teaching such as methodology, style, classroom management, and the use of resources.

A stylized illustration of a plant with a thin, curved stem and two broad, rounded leaves. The plant is rendered in a light olive green color. The background is split vertically into two shades of olive green, with a darker shade on the right. A dark olive green, teardrop-shaped graphic element is positioned in the lower half of the image, containing the text.

Carol's Program

Carol's Program

**A part-
time LINC
6/7 class
15 hours a
week,
CLB 6–8**

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Introduction to *Carol's Program*

In September 2007, I was invited to participate in the project to create *In the Classroom*. Along with two other LINC instructors, I was asked to use the *LINC 5–7 Curriculum Guidelines* while planning my program and to respond to reflective questions. Since the *Guidelines* had just been published, this was a learning experience for me.

About My Site

I teach a LINC 6/7 class in a large centre. The centre has 12 LINC classes addressing Canadian Language Benchmarks 1–8. It is in a convenient location, accessible by public transit.

The LINC program at my site has no set “term” or “semester”. Classes run from September to June with continuous intake during the year. A summer program runs for seven weeks in July and August. Instructors are required to submit learner progress reports in December and June and whenever learners are promoted. Promotion of learners from one level to another can occur at any time during the year.

Our centre is well-equipped with amenities and resources that benefit both learners and instructors. Childminding services are available for children of LINC learners, the site is wheel-chair accessible, and instructors have access to different types of equipment and an extensive resource library that includes class sets of learner textbooks. There is a computer lab with Internet access; our class has a designated time slot of 1.5 hours per week.

About My Class

My class (LINC 6/7) began in early 2007 after LINC expanded to accommodate higher-level language learners. It is one of two part-time classes and it runs from 9:00–12:00, Monday to Friday.

I have a small group of eight–10 learners who attend regularly. The assigned benchmarks for my LINC level span from CLB 6–8, but the majority of learners represent the CLB range assigned to LINC 6, which is CLB 7 in speaking and listening, and CLB 6 in reading and writing.

The learners in my class are from diverse ethnic backgrounds and cultures. All have post-secondary education. The length of time they have been in Canada varies, some having arrived in the city within the last few months.

All have employment-related goals along with some settlement-related needs. Some learners plan to pursue further education in college or university to upgrade their skills or change careers.

Issues and Challenges

There are many issues relating to my program that effect my planning. The most significant issues are the small number of learners in the class, the changing composition of the class as learners come and go, and not having a set term.

My program is in a large urban centre with a number of other programs and services available for newcomers. Some of these services complement what we do in the class; others result in learners leaving as they find programs that are focused on meeting their specific needs. This presents a challenge to my long-range and daily lesson planning. I try to accommodate the needs of those who stay in the class for short periods of time while addressing the expected Level Outcomes with learners who are there for a longer time.

The small number of learners in the class and the changing composition of the group as learners come and go also have implications for planning. The small number of learners limits the effectiveness of some types of group activities. The changing composition of the group affects class dynamics and creates a situation where learners who stay in the class for longer periods have to adjust to others who are coming and going.

Not having a set term makes long-range planning and planning for learner assessment challenging. It is much easier to set long-term objectives and ensure learner assessments take place at regular intervals when a course has clearly defined timelines. Also, because this is a part-time class, we are restricted in terms of how much we can cover in a day. On the other hand, the short time span does encourage me to be more focused in my planning.

Needs Assessment and Analysis

Guiding Questions

1. When did I conduct needs assessment and for what purpose?
2. What kind of information did I need to start my planning and why did I want this information?
3. How did I get the information I needed?
4. How did I conduct ongoing needs assessment and for what purposes?
5. How did learners in my class benefit from participating in needs assessment?
6. What sections of the *LINC 5–7 Curriculum Guidelines* helped with needs assessment and how?
7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Carol's Answers

1. When did I conduct needs assessment and for what purpose?

I conducted both formal and informal needs assessment at the beginning of the program in September and when a new learner joined the class. Needs assessment at the beginning of the program helped us get to know each other. At the same time it helped learners identify and reflect on their reasons for being in the class and what they hoped to accomplish. The main purpose of needs assessment was to help with my planning process. Having information about learners' goals, interests and priorities helped me make decisions about course content that would meet their needs.

I tried to make it clear to learners that needs assessment is an ongoing process and a part of our regular routine. Informal needs assessment took place through class discussions and conversations with individual learners. When appropriate, I asked for input on what learners wanted to see included in upcoming lessons. This allowed learners to take ownership of their learning by articulating their needs and getting involved in the decision-making process.

2. What kind of information did I need to start my planning and why did I want this information?

First I needed to know the CLB level assigned to the four skills for each learner so that I had a sense of which skills I needed to focus on most. Because my class is LINC 6 and 7, this information helped me determine whether the majority of learners were at the LINC 6 or LINC 7 level.

In addition, the following information helped me with my planning: learners' goals and reasons for being in the class; skills they felt they needed to improve, their interests (and what did not interest them); my observations of their language abilities and what they had already learned in a LINC 5 class or other program. For example, some learners had attended workshops on writing resumés and cover letters and were not interested in having this repeated in the class. I focused on gathering information that directly related to learners' language learning needs. Information about their personal lives and backgrounds was helpful in terms of getting to know them and developing rapport, but I didn't collect this information formally because it was not essential to my planning.

3. How did I get the information I needed?

I used the following activities/tools in the first couple of weeks of the class and when new learners joined the class:

- **Tool 1: Learner introductions and conversations in class:** Since the group started small and grew gradually, learners introduced themselves frequently and informally. These introductions gave me a sense of their speaking ability and helped us get to know each other. I referred to the list of items on page 70 to make sure I asked about things that had not come up in the learner introductions.
- **Tool 2: Needs assessment questions** (p. 71): I used questions that would help learners reflect on their goals and how the class could help them achieve those goals.
- **Tool 3: Writing activity** (p. 71): I asked learners to write about a positive language learning experience which provided me with a sample of their writing.
- **Tool 4: Skills checklist** (p. 73): I used a checklist of common communication skills and situations to give learners a sense of what was going to be covered in the class.
- **CLB "Can Do Checklists"** (p. 75): I used these checklists to help learners better understand the level of proficiency they would be working towards in the class.
- **My observations:** I took notes of my observations of pronunciation, grammar or other language needs, learner feedback on activities and my impressions of the effectiveness of specific tasks. I kept these notes in a class file and referred to them when planning lessons.

4. How did I conduct ongoing needs assessment and for what purposes?

I conducted ongoing needs assessment through informal check-ins, eliciting feedback from learners, my observations and through learning portfolios.

I did informal check-ins on a daily basis so learners could present issues, concerns or learning challenges for discussion. This encouraged them to talk about language or other relevant issues. It often gave me valuable information about various learner needs that informed subsequent lessons.

I also took notes on the types of grammatical or pronunciation errors learners were making during classroom activities. I then gave individuals feedback, or addressed the issue with the whole class in a future lesson.

I introduced **learning portfolios**, and they served in part as a way of keeping track of needs assessment results. The portfolios helped learners see their accomplishments and reflect on what still needed attention. They also helped them see if their expressed needs had changed over time.

Learning Portfolio Contents:

- Goal statements
- Needs assessment
- Writing samples
- Performance assessments: self, instructor
- Progress reports
- Other

5. How did learners in my class benefit from participating in needs assessment?

I think that participating in needs assessment helped learners take responsibility for their learning. It encouraged them to become more self-directed in recognizing their needs and in expressing their preferences. I tried to make needs assessment a transparent process so that learners could see connections between the needs assessment results and what we did in class.

I also introduced the CLB “Can Do Checklists” during the needs assessment process. I think these checklists benefited learners because it gave them a better understanding of the level of proficiency they would be working towards in the class.

6. What sections of the *LINC 5–7 Curriculum Guidelines* helped me with needs assessment and how?

The entire Learner Goals section (*Guidelines* pp. 17–23) provided me with a resource that I could use to consider individual needs and goals in my planning process. The Learner Pathway (*Guidelines* p. 26) was a useful visual model that pulled this together, and I found it helpful to post it on the wall as well as discuss it with the class.

I found the information about online Essential Skills resources (*Guidelines* pp. 18–21) very interesting. Some of the learners in the class were already familiar with the Essential Skills website but I felt I needed to do more research in this area before I could use it in the class with effectiveness (beyond simply referring learners to it).

Tool 1: Learner Introductions and Class Conversations

Purpose and Procedure:

Learners were free to present any information about themselves that they were comfortable sharing. I took note of their educational and professional background, length of time in Canada, etc., and also referred to the list of items below to make sure I asked about things that had not come up in conversations. I summarized the information in the chart on page 72.

The information collected through introductions and informal conversations in class helped me to get to know learners and helped them get to know each other. Some of the information had implications for my planning, described below.

Comments

Knowing when learners arrived in Canada and in this city gave me an indication of how much settlement-related material to include in the lessons.

Knowing what languages they speak gave me an idea of potential pronunciation problems.

If I know that everyone has access to a computer at home, I may assign homework tasks using the computer.

| Information collected informally through class discussions |
|---|
| <ul style="list-style-type: none">• When they arrived in Canada• When they arrived in this city (if different)• Languages they speak• Their educational background• Their professional background• Their work experience in Canada, including whether or not they are currently working• Where they studied English before this class and for how long• How experienced/comfortable they felt working with computers and whether or not they had access to a computer outside of class• Whether or not they would be able to do homework assignments and how often• How they rate the importance of doing grammar, pronunciation or vocabulary practice in class |

Tool 2: Needs Assessment Questions (Writing)

Purpose and Procedure:

I asked learners to provide written responses to the questions below. I gave them the option of answering in point form. Learners kept their responses in their learning portfolios so that they could revisit them and update them if they found their needs had changed.

Learner responses to these questions gave me a better understanding of their individual needs and goals, and helped me see trends and shared interests in the larger group.

Comments

I used learners' responses to question #4 to develop classroom activities that related to the situations they had listed.

Responses to question #5 helped learners realize that attending the class was only part of what they could be doing to build their language skills, and that their English would improve much faster if they were practising more on their own.

Needs Assessment Questions

1. What are your plans for the next year? What are your long term goals?
2. What are the steps you think you need to take to achieve your goals?
What information do you need?
3. What are your reasons for being in the class? What are the specific things you would like to learn here?
4. In what situations do you feel you need more practice in English?
Please describe.
5. What do you do to study English on your own? What else could you do to improve your English?

Tool 3: Writing Activity

Purpose and Procedure:

I asked learners to write two paragraphs describing a positive language learning experience they had had and what made it positive.

This activity provided me with writing samples so I could get a sense of the general writing abilities of the class. It also gave me information about what contributes to positive learning experiences for learners, which may influence how I interact with them. Learners kept this writing sample in their learning portfolios and referred to it later in the program to see if their writing had improved. I did not feel it was necessary to include this information in my Needs Assessment Summary Chart.

Summary of Tool 1 and 2

I used the following chart to summarize some of the information I obtained through Tool 1 (learner introductions, informal class conversations) and their written responses to Tool 2 (needs assessment questions). This summary represents a profile of nine learners in my class at the end of the second month of the program.

| | | | |
|---|---|--|--------------------------|
| Total learners profiled: <i>9 learners, October 2007</i> | | | |
| CLB levels: | CLB 7: <i>8 learners</i> CLB7: <i>8 learners</i> CLB 6: <i>6 learners</i> CLB 6: <i>7 learners</i> | CLB 8: <i>1 learner</i> CLB 8: <i>1 learner</i> CLB 7: <i>1 learners</i> CLB 7: <i>2 learners</i> | CLB 8: <i>2 learners</i> |
| <ol style="list-style-type: none"> Length of time in Canada: < 6 months <u>2</u> < 1 year <u>4</u> > 1 year <u>3</u> Languages they speak: <i>Bengali, French, Mandarin, Romanian, Turkish</i> Level of education: <i>all have post-secondary</i> Professional backgrounds: <i>accounting, chemistry, engineering, logistics, medicine</i> Where they studied English: in previous country <u>6</u> LINC class <u>3</u> Length of time studying English: < 1 year <u>2</u> 1–3 years <u>1</u> > 3 years <u>4</u> (<i>2 blank</i>) Situations in which they feel they need more practice <i>job interviews, making phone calls, conversations in the workplace, talking with neighbours, talking with child's teacher, general conversation</i> Studying English on their own: Yes <u>2</u> No _____ What they do: <i>read newspapers, books, scientific articles, magazines; listen to radio; watch TV; study word lists, listen to audio books</i> Learners perception of strongest skills: listening <u>4</u> reading <u>4</u> (<i>1 blank</i>) Weakest skills: <i>almost all said speaking and writing; some added listening as class progressed</i> Importance of vocabulary, grammar and pronunciation practice to learners: <i>Majority said vocabulary development and pronunciation practice are very important</i> <i>Majority felt they had had enough formal grammar instruction in the past and now just wanted to practise using it correctly</i> <p>Learner Goals: <i>All learners said their long term goals included finding employment in their field. Five hoped to find work as soon as possible. One hoped to work in her field when family commitments allowed. Three learners said they planned to go back to college or university to upgrade their skills.</i></p> <p>Settlement Needs: <i>Their settlement needs included learning about Canadian laws, policies and procedures, and becoming familiar with services to assist in job search. Interviewing as part of finding employment is a settlement-related issue for almost everyone.</i></p> | | | |

Tool 4: Skills Checklist

Purpose and Procedure:

I asked learners to check the column that most accurately reflected their opinions about each skill. We then had a class discussion to negotiate which items would be studied first. They included this checklist in their learning portfolios. I summarized the results of the skills checklist on the next page.

I used this checklist to inform learners about the range of possible skills and language situations that could be covered in the class and to help me prioritize content for my lessons. This checklist was also meant as a self-assessment tool for learners.

| Skills/communication situations we will be studying in this class | | | | |
|---|------------------------|--|------------------------------|------------------------------------|
| | <i>I can't do this</i> | <i>I can do this, but need more practice</i> | <i>I can already do this</i> | <i>I am not interested in this</i> |
| SPEAKING PRACTICE | | | | |
| Participate in informal conversations | | | | |
| Give directions and instructions | | | | |
| Participate in a job interview | | | | |
| Participate in discussions and meetings | | | | |
| Use the telephone | | | | |
| Interact on a team | | | | |
| Prepare and give presentations | | | | |
| LISTENING PRACTICE | | | | |
| Understand newscasts and commercials | | | | |
| Understand presentations and lectures | | | | |
| Understand voice-mail messages | | | | |
| Understand taped dialogues | | | | |
| Understand instructions and directions | | | | |
| READING PRACTICE | | | | |
| Read articles, stories, reports | | | | |
| Search for and read information online | | | | |
| Understand Canadian laws and legal documents | | | | |
| Understand and present information in graphs, charts, tables | | | | |
| WRITING PRACTICE | | | | |
| Complete forms and applications | | | | |
| Write a resumé and cover letter | | | | |
| Write formal business reports | | | | |
| Write essays | | | | |
| Write letters and e-mail messages | | | | |
| Take notes from presentations, reading or listening texts | | | | |
| Other Suggestions | | | | |
| | | | | |
| | | | | |

Summary of Tool 4: Skills Checklist

This chart summarizes what skills/topics learners in my class were most interested in and the order in which they wanted to study them. Some are items learners said they wanted to do all the time so I listed them as ongoing. I matched each skill/topic with a unit from the *LINC 5–7 Curriculum Guidelines* for easy reference when planning my lessons.

| Skills/topics learners would like to study (in order of preference) | Units from the <i>LINC 5–7 Curriculum Guidelines</i> : |
|--|--|
| Understand Canadian laws and legal documents | ➡ Unit 14: Policies, Procedures and Legislation |
| Understand various listening materials (ongoing) | |
| Participate in a job interview | ➡ Unit 11: Interviews |
| Participate in informal conversations (ongoing) | ➡ Unit 5: Social Interaction |
| Deal with conflict situations | ➡ Unit 8: Resolving Conflicts |
| Participate in workplace communication situations | ➡ Unit 6: Workplace Teams and Reporting Relationships |
| Prepare and give presentations | ➡ Unit 15: Presentations |
| Participate in discussions and meetings (ongoing) | ➡ Unit 17: One-on-One Meetings |
| Write letters and email messages | ➡ Unit 3: Notes, Memos and E-mail Messages |

The CLB “Can Do Checklists”

Purpose and Procedure:

The CLB “Can Do Checklists” provide a global description of a learner’s language abilities at each benchmark. I used them in my class for the purpose of learner self-assessment. The checklists helped learners see how their language abilities related to their assessed CLB and helped them pinpoint areas that they needed to work on.

Before looking at the checklists, I asked learners to think about the questions below to see if their perception of their strengths and weaknesses was the same as their assessed benchmark level. I then gave them the “Can Do Checklists” for their assigned benchmarks and asked them to consider the items they thought they could do and those they felt they hadn’t yet mastered. I also gave them the “Can Do Checklists” for the CLB above and below their level to compare how expectations change at each CLB level.

Learners kept the checklists in their portfolios.

1. Of the four language skills (speaking, listening, reading, writing), which do you feel is your strongest?

2. Which is your weakest? Please explain.

3. What are your benchmarks?

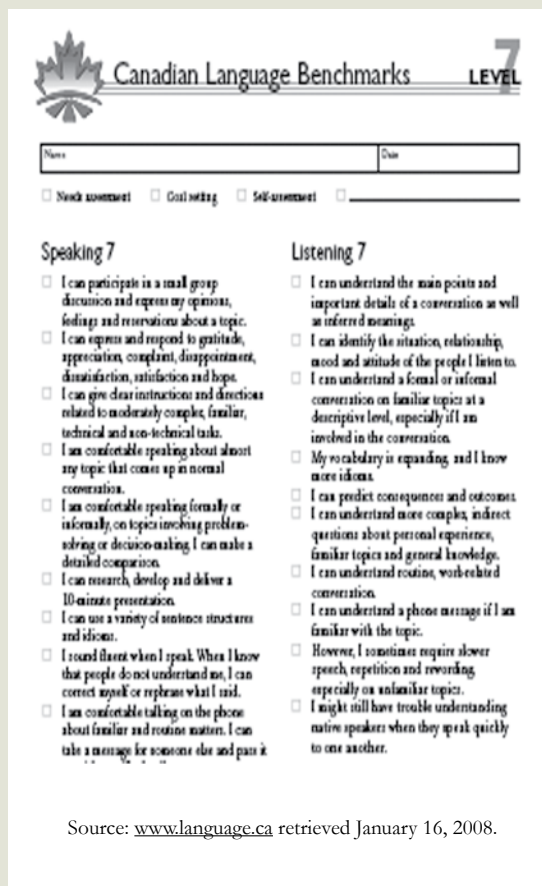
Speaking _____

Listening _____

Reading _____

Writing _____

4. How do your benchmarks compare to your perception of your strongest and weakest skills?



The image shows a checklist form for Canadian Language Benchmarks Level 7. At the top, there is a logo of a maple leaf and the text "Canadian Language Benchmarks" followed by "LEVEL 7". Below this, there are fields for "Name" and "Date". Underneath, there are four checkboxes: "Needs assessment", "Goal setting", "Self-assessment", and a blank checkbox. The main body of the form is divided into two columns: "Speaking 7" and "Listening 7". Each column contains a list of 10 items, each preceded by a checkbox. The "Speaking 7" items include: "I can participate in a small group discussion and express my opinions, feelings and reservations about a topic.", "I can express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.", "I can give clear instructions and directions related to moderately complex, familiar, technical and non-technical tasks.", "I am comfortable speaking about almost any topic that comes up in normal conversation.", "I am comfortable speaking formally or informally on topics involving problem-solving or decision-making. I can make a detailed comparison.", "I can research, develop and deliver a 10-minute presentation.", "I can use a variety of sentence structures and tenses.", "I sound fluent when I speak. When I know that people do not understand me, I can correct myself or rephrase what I said.", "I am comfortable talking on the phone about familiar and routine matters. I can take a message for someone else and pass it on." The "Listening 7" items include: "I can understand the main points and important details of a conversation as well as inferred meanings.", "I can identify the situation, relationship, mood and attitude of the people I listen to.", "I can understand a formal or informal conversation on familiar topics at a descriptive level, especially if I am involved in the conversation.", "My vocabulary is expanding, and I know more idioms.", "I can predict consequences and outcomes.", "I can understand more complex, indirect questions about personal experience, familiar topics and general knowledge.", "I can understand routine, work-related conversation.", "I can understand a phone message if I am familiar with the topic.", "However, I sometimes require slower speech, repetition and rewording, especially on unfamiliar topics.", "I might still have trouble understanding native speakers when they speak quickly to one another." At the bottom of the form, there is a source note: "Source: www.language.ca retrieved January 16, 2008."

Guiding Questions (Needs Analysis)

7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Carol's Answers

7. How did I summarize the information gathered from the needs assessment activities?

I used two separate charts to summarize the information from my needs assessment:

Summary of Tool 1 and 2 (p. 72): This chart included most of the information I obtained through learner introductions and informal conversations in class using my list of questions in Tool 1, (p. 70) as well as learners' written responses to the questions in Tool 2 (p. 71). This chart helped me to see the bigger picture for the class.

Summary of Tool 4 (p. 74): This chart listed the items learners had prioritized from the skills checklist (Tool 4, p. 73) in the order in which learners wanted to learn them. This chart helped me to see immediately what all learners prioritized so that I could start planning.

I kept these summary charts in a general class file along with my notes about issues that came up in class. Learners kept their writing samples and responses to the various needs assessment activities in their learning portfolios.

With the high turnover of learners in my class, I found I was constantly changing the summary charts to include new learners and revising the charts when learners left the program. I've now decided to view the summary charts as snapshots in time and update them just once a month with the learners in the class at that time rather than every time learners come and go.

8. What did I conclude from this summary and what implications did these conclusions have for my planning?

The following are the conclusions I drew from my needs analysis and the implications these conclusions had on my planning:

| My Conclusions | Implications for Planning |
|--|---|
| <p>Learner Goals: All the learners in the class had employment-related goals while some also wanted to prepare for academic study. There were different levels of motivation regarding employment. Some learners were actively searching for work; others were focused on parenting young children and planned to return to work in the more distant future.</p> <p>Learner Needs: Many of the learners in the class had settlement-related needs ranging from getting oriented to the community and figuring out how to access government services to informing themselves about the education system, resolving housing issues, and understanding their options in buying insurance.</p> <p>Language Skills: Improving speaking and listening skills as well as writing for the workplace were priorities for this particular group of learners.</p> <p>Learners also wanted to improve their pronunciation and increase their vocabulary.</p> <p>A number of learners expressed that while they were aware that they made grammatical errors, they had had a lot of formal grammar instruction in the past and did not want to spend class time on this.</p> | <p>I decided to plan around learners' employment-related needs and incorporated skills needed for academic preparation (e.g., note taking, study skills, etc.) into all of the modules.</p> <p>I made sure there were opportunities for learners to raise settlement-related concerns and questions as they came up, and to share information about resources in the community with each other. I planned modules that would address specific policies and procedures, with an emphasis on empowering learners to access information on their own. We also attended workshops and invited guest speakers to address some of these needs.</p> <p>I decided to prioritize speaking and listening practice in the class with less emphasis on reading. Since most learners said they could do additional work at home, I decided to assign writing tasks as homework assignments. Short writing tasks could be done in the class but longer pieces were difficult given the limited number of class hours.</p> <p>I decided to include pronunciation and vocabulary-building activities in my lessons on a regular basis.</p> <p>I made sure that any grammar instruction I did was directly related to the successful completion of a task or the result of my observations of errors that a number of students were making in the class.</p> |

Long-Range Planning

Guiding Questions

1. What was the purpose of my long-range plan?
2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?
3. What factors informed my long-range plan? How did they inform it?
4. What period of time did I plan for and why?
5. What components did I include in my long-range plan and why did I choose to include them?
6. How did I share my long-range plan with the learners in my class and why?
7. How did I benefit from developing a long-range plan?
8. How did my plan accommodate learners' changing needs or new learners joining the program?

Carol's Answers

1. What was the purpose of my long-range plan?

The purpose of my long-range plan was to give me an overall view of what I wanted to teach. This helped me to clearly see the relationship between the communication situations I would address in the class (e.g., job interviews, telephone calls, small-talk conversations) and the Level Outcomes (CLB competencies) I needed to address (the objectives of my program).

I used my long-range plan to make daily lesson plans and to plan assessment activities. It was an important reference as I selected, prioritized and sequenced learning tasks and activities in my daily lesson planning. Including assessment activities in my long-range plan helped me make sure I had a variety of assessment tasks covering a range of skill areas.

2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?

I decided to base my long-range plan on the *LINC 5–7 Curriculum Guidelines* and use the communication situations in the units to provide the structure of my plan. I began by reviewing the LINC 6 and 7 Learner Profiles (*Guidelines* p. 57, 63) and Level Outcomes (*Guidelines* pp. 58–67) to make sure that I covered what I needed to. I used the Planning Checklists (*Guidelines* pp. 324–327) to keep a record of the Level Outcomes I planned to address.

I made extensive use of the units in the *Guidelines*, particularly the CLB Competencies and Unit Development Ideas pages. I also looked at the Sample Settings and Themes and Sample Language sections for ideas. I also

Long-Range Planning

noted the Learning Links (*Guidelines* pp. 313–320) I wanted to include in different lessons, and drew from the wealth of ideas in all of the sections of the units I had chosen.

For possible resources I consulted the Teaching Suggestions and Resources pages of relevant units, as well as the Classroom Resources section (*Guidelines* pp. 345–363).

3. What factors informed my long-range plan? How did they inform it?

The results of the needs assessment informed my long-range plan. From my needs analysis I concluded that the class should focus on employment-related content and should also include communication situations and language related to learners' settlement needs. I also concluded that learners should have lots of practice to improve their speaking and listening skills.

4. What period of time did I plan for and why?

I usually planned for a period of four weeks due to the high turnover of learners in my class. My plan included one or more modules that lasted from one to four weeks. I limited my long-range plan to the upcoming month while beginning to plan for future months by making note of what the initial needs assessment indicated and adjusting it if necessary as a result of the shifting composition of the class.

5. What components did I include in my long-range plan and why did I choose to include them?

My long-range plan consisted of a series of modules ranging in length from one to four weeks. The module I included on pages 82–85 lasted four weeks. I broke down the modules into one week segments of teaching.

I used a general language situation (e.g., Interviews) as an organizing principle and used the language functions listed in the Unit Development Ideas to structure each week. I noted the relevant CLB competencies that learners could demonstrate through each segment of the module. I included sample language tasks in the long-range plan because these were the building blocks of my daily lesson plans. I needed to directly relate the tasks to the Level Outcomes (CLB competencies) I was targeting in the long-range plan.

I listed resources in the body of the plan, and included a section at the end with additional resources as well as notes about possible guest speakers or trips in the community. I compiled this list of resources over a period of time (having taught this module on previous occasions.) This list of resources saved me a lot of time when it came to actually planning a lesson.

I didn't include specific grammar, pronunciation and vocabulary items in the long-range plan because I found they were difficult to predict. I preferred to either include them in individual lesson plans as they related to specific tasks, or address them in "mini-lessons" as things came up in class.

6. How did I share my long-range plan with the learners in my class and why?

I announced what I was going to teach each week. I also used any opportunity that arose to point out to learners the connection between what they had told me through the needs assessment and the activities we were doing in the class. I wanted learners to see that their input had influenced the shape of the program.

7. How did I benefit from developing a long-range plan?

Since my long-range plan was based on my needs assessment, it kept me focused on the learners' expressed needs and the related skills to be covered in the class. It also helped me to stay organized so that I could cover as many Level Outcomes during the program as possible. I saved time planning my lessons because a lot of thought had already gone into the long-range plan.

8. How did my plan accommodate learners' changing needs or new learners joining the program?

My long-range plan consisted of modules made up of smaller segments of teaching (usually two to three segments per week). I found that long-range planning in this way offered a lot of flexibility as modules could be sequenced and reorganized depending on learner interest. Similarly, the different segments within each module could be taught in a different order, rescheduled for a later date or eliminated altogether if need be. The plan could be easily adjusted to reflect ongoing needs assessment and the changing composition of the class.

About my long-range plan

The long-range plan that follows represents one four-week module of my course that I used during the second month of the program. I decided to focus on Interviews since the results of my needs assessment confirmed that learners were most interested in an employment focus, especially interviewing skills. Most of the learners had already worked extensively on resumé and cover letter preparation in either job search workshops or in their LINC 5 class and were not interested in having these items covered again in this class. Several learners had gone for interviews and brought questions about their experiences to the class. It seemed expedient to focus on actual interview skills rather than the entire job search process.

While four weeks may seem like a long time to spend on one topic, my class is only three hours long and I included other things in my lessons such as regular check-ins and listening to the news. Also, preparing for job interviews necessarily involves a broad range of communication skills, which take time to address thoroughly.

To develop my plan, I used the unit development ideas in the unit on Interviews (*Guidelines* Unit 11, p. 180) that include: preparing for an interview, participating in an interview and interview follow-up. I also referred to Unit 17 (One-on-One Meetings) and Unit 18 (Formal Meetings) and Unit 19 (Personal Calls) for ideas on possible tasks, teaching suggestions, possible language to focus on, and independent learning. I used some of the sample tasks from the task pages in those units and included page references to make my daily lesson planning easier. Because I teach a LINC 6/7 class, I sometimes used sample tasks from both levels. In addition, I used the Learning Links *Internet Search*, *Non-Verbal Communication* and *Active Listening* as references, and the *Non-Verbal Communication* Learning Link as a text in a lesson.

This module was preceded by a module on Canadian Legislation, Policies and Procedures and followed by one on Resolving Conflicts.

| Module: Interviews (Monday to Friday: 9:00–12:00) | | | |
|--|--|--|--|
| WEEK 1: Preparing for an Interview | Targeted Level Outcomes | Possible Tasks | Possible Resources |
| Introduction to interviews (interview types, interviews in Canada) | <p>🔗 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.</p> <p>✍️ CLB 6/7-II: Take notes in point form from an oral presentation.</p> | <p>Unit 11: p. 183, Task 4 Watch an introductory video and take notes/discuss main points</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines, Unit 11: Interviews</i> • <i>Video: Common Mistakes People Make in Interviews, Cambridge Educational, 2002</i> • <i>Canadian Newcomer Magazine, Sept/Oct 2007 issue</i> |
| Researching the company | <p>🔗 see above</p> <p>📖 CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.</p> <p>✍️ CLB 6/7-II: Take notes in point form from an oral presentation.</p> | <p>Attend/report on workshop about using library database to research companies</p> <p>Watch video and take notes/fill in chart</p> <p>Unit 11: p. 184, Task 7 Conduct Internet searches for company information</p> | <ul style="list-style-type: none"> • <i>Video: Cityfile Unit 9: Corporate Profiles</i> • <i>Intelligent Business, Teacher's Book, Company Profile, p. 108</i> • <i>Oral Workplace Communication, Job Talk, pp. 211–212</i> • <i>Resumes, Cover Letters, Networking, Interviews, pp. 48–49</i> • <i>LINC 5–7 Curriculum Guidelines, Learning Link: Internet Search, p. 315</i> |
| Telephone calls (confirming, getting directions, etc) | <p>🗣️ CLB 7/8-I: Manage conversation. Confirm own comprehension.</p> <p>🗣️ CLB 8-I: Carry on a brief phone conversation in a professional manner.</p> <p>🔗 CLB 7-II: Understand simple directions on the phone.</p> <p>🔗 CLB 7-II: Understand simple messages left on voice mail (with five to seven details).</p> <p>✍️ CLB 6-III: Convey business messages as written notes.</p> | <p>Practise giving and receiving instructions</p> <p>Unit 11: p. 183, Task 3 Listen to examples of telephone conversations related to the interview situation (confirming, getting directions, informing of delay)</p> <p>Role-play telephone conversations (see above)</p> <p>Unit 19: p. 269, Task 6 Practise taking telephone messages in note form</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines: Unit 19: Personal Calls</i> • <i>Technically Speaking, pp. 101–103</i> • <i>Business Vocabulary in Use, pp. 108–111</i> • <i>Essential Telephoning Skills, pp. 74–81</i> • <i>Communicating in Business, p. 28</i> • <i>Everyday Business Writing, pp. 24–25</i> |

| Module: Interviews (Monday to Friday: 9:00–12:00) | | | |
|---|--|--|--|
| WEEK 2: Preparing for an Interview (con't.) | Targeted Level Outcomes | Possible Tasks | Possible Resources |
| Types of interview questions Researching answers to common interview questions | <p>👂 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.</p> <p>✍ CLB 6/7-II: Take notes in point form from an oral presentation.</p> <p>📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference sources.</p> | <p>Listen to guest speaker discuss interview questions/responses and take notes of relevant information.</p> <p>Read and compare articles suggesting ways to answer sample question ("Tell me about yourself").</p> <p>Unit 11: p. 184, Task 6 Internet search on common interview questions and answers.</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines, Unit 11: Interviews, p. 177</i> • <i>guest speaker (HR consultant)</i> • <i>selection of library books on interviewing skills for reference (see last page of long-range plan)</i> • http://interview.monster.ca <i>Interviewing Essentials (various articles on web site)</i> |
| Rehearsing answers to common interview questions | <p>✍ CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events, tell a story, provide a detailed description and comparison (...).</p> <p>🗣 CLB 7/8-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.</p> | <p>Write own answer to "Tell me about yourself" and present to the class for peer evaluation.</p> <p>Practise responses to common interview questions.</p> | |
| Requesting references before an interview | <p>🗣 CLB 7-III: Request a word. Ask for and respond to recommendations or advice.</p> <p>✍ CLB 6-III: Convey business messages as written notes.</p> | <p>Practise requesting a reference from someone in person.</p> <p>Unit 11: p. 183, Task 7 Write an email requesting a reference.</p> | |

| Module: Interviews (Monday to Friday: 9:00–12:00) | | | |
|--|---|--|--|
| WEEK 3: Participating in an Interview | Targeted Level Outcomes | Possible Tasks | Possible Resources |
| Creating a good impression (body language, etc) | <p>📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts (...).</p> <p>📖 CLB 6-IV: Show comprehension of a 1-page moderately complex descriptive/narrative text (...).</p> <p>📖 CLB 6-IV: Access/locate/compare two or three pieces of information in a CD-ROM electronic reference sources.</p> | <p>Unit 11: p. 183, Task 5 (adapted) Search on the Internet and read information/articles about non-verbal communication and answer questions. Create a checklist of tips.</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines</i>: Unit 11: Interviews, p. 177. Learning Link: Non-Verbal Communication, p. 316 • <i>Classroom Activities</i>: “Body Language and Personal Space” www.tcdsb.org/adulted/ • Body language and interviews: http://www.forbes.com/2006/02/15/employment-careers-interviews-cx_sr_0216bizbasics.html |
| Greetings, introductions and small talk in an interview | <p>🗣️ CLB 7/8-I: Manage conversation Confirm own comprehension.</p> | <p>Unit 18: p. 256, Task 1 Role-play small talk conversations.</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines</i>, Unit 11: Interviews. Unit 18: Formal Meetings • <i>Have Your Say</i>, pp. 1–5, 20–22 |
| Research and rehearse behavioural interview questions *** See a description of this lesson on pp. 90,91 | <p>🗣️ CLB 7-IV: Ask for and provide detailed information related to (...) routine work requirements.</p> <p>🗣️ CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.</p> <p>📖 CLB 7-IV: Understand factual details and some inferred meanings in an extended description, report or narration (...).</p> <p>✍️ CLB 6-IV: Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story (...).</p> <p>📖 CLB 8-IV: Understand factual details and inferred meanings in an extended description (...). Draw conclusions.</p> | <p>Unit 11: p. 184, Task 2 Present answers to behavioural interview questions. Answer hypothetical questions.</p> <p>Unit 11: p. 182, Task 3 Listen to examples of interviews and discuss (Watch video about behavioural-based interviews).</p> <p>Computer Task: ELLIS- Senior Mastery: Job Interview.</p> <p>Write sample answer to a behavioural interview question using SAR (situation, action, result).</p> <p>Read text on behavioural interviews and answer comprehension questions.</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines</i>, Unit 11: Interviews; Learning Link: Active Listening, p. 313 • <i>Oral Workplace Communication</i>: Job Talk, p. 221 • <i>Interview Magic</i>, Ch. 9 |

| Module: Interviews (Monday to Friday: 9:00–12:00) | | | |
|---|---|--|--|
| WEEK 4: Interview Follow-up | Targeted Level Outcomes | Possible Tasks | Possible Resources |
| Using effective interview strategies (continued) | <p>🗣️ CLB 7/8-IV: Tell a story, including a future scenario and an anecdote.</p> <p>🗣️ CLB 7-IV: Describe a moderately complex process.</p> <p>🗣️ CLB 7-IV: Ask for and provide detailed information related to (...) routine work requirements.</p> <p>🗣️ CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion (...).</p> <p>👂 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.</p> <p>📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts (...).</p> | <p>Unit 11: p. 183, Task 1 Participate in mock interviews.</p> <p>Unit 11: p. 183, Task 4 (adapted): Listen to mock interviews of others in the class and provide suggestions for improvement.</p> <p>Read and respond to virtual interview questions. Read analysis of responses.</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines</i>, Unit 11: Interviews • <i>Jigsaw Reading and Writing Activities</i>, Mock Interview Activity, pp. 19–22 • <i>Resumes, Cover Letters, Networking, Interviews</i>, Ch. 10 • http://interview.monster.ca (Interview Centre – Virtual Interviews) |
| Self-evaluations of mock interviews | 📖 see above | Computer Activity: Complete online self-evaluation quiz. | <ul style="list-style-type: none"> • http://assessment.monster.ca Job Seeker Quizzes: Your job search strategy and the interview |
| Writing a thank-you letter/email | <p>📖 CLB 7-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction.</p> <p>✍️ CLB 6-III: Convey business messages as written notes.</p> | <p>Read sample thank-you letters/emails and evaluate</p> <p>Unit 11: p. 183, Task 8 Write thank-you email/note</p> | <ul style="list-style-type: none"> • <i>LINC 5–7 Curriculum Guidelines</i>, Unit 11: Interviews • <i>Send me a Message</i>, Unit 4, Lesson 12 • <i>How to Write Better Business Letters</i>, pp. 90–91 |
| Making a thank-you telephone call | 🗣️ CLB 7-I: Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. | Unit 11: p. 184, Task 3 Role-play thank-you telephone call. Request feedback about the interview. | |

Additional Resources for Planning this Module

The following is a list of additional reference materials that helped me plan lessons for this module. The list represents a wide range of resources I've used in the past when teaching Interview Skills. I added to it whenever I came across something new that I thought might be helpful.

Books:

- *Competency-Based Interviews*, Robin Kessler
- *How to Turn an Interview into a Job*, Jeffrey G. Allen
- *Interview Magic*, Susan Britton Whitcomb
- *Job Interviews Made Easy*, Patty Marler
- *Perfect Phrases for the Perfect Interview*, Carole Martin
- *Readymade Interview Questions*, Malcolm Peel
- *The Interview Kit*, Richard H. Beatty
- *Top Answers to Job Interview Questions*, Donald K. Burleson
- *201 Best Questions to Ask on Your Interview*, John Kador
- *201 Smart Answers to Tough Interview Questions*, Vicky Oliver
- *Why Should I Hire You? Turn Interview Questions into Job Offers*, J. Michael Farr and Susan Christopherson

Websites:

- "Tips for Getting People to Slow Down!" http://esl.about.com/library/speaking/bltelephone_tips.htm
- www.interviewstuff.com
- www.jobweb.com
- www.quintcareers.com
- www.cecs.uoguelph.ca/home/documents/InterviewSkillsHandout.pdf
- www.careerservices.uwaterloo.ca/resources/InterviewSkills.pdf

Articles from interview.monster.ca, including:

- "The Behavioural Interview" by Carole Martin
- "Encountering Behaviour-Based Interviews and Questions" by Carl Savino
- "The Interview Went Well, Now What?" by Therese Droste
- "The Power of a Simple Thank You Note" by Peter Vogt
- "A Follow-Up Call Wins the Interview" by Joe Turner
- "Still Sweating After the Interview?" by Carole Martin

Workshops:

- Company Research to Help You Find that Job, Toronto Reference Library
- Job (Hunt) Resources for Internationally Trained Professionals, Toronto Reference Library

Lesson Planning

Guiding Questions

1. How did my long-range plan guide my lesson planning?
2. What was the process I went through to plan my lessons?
3. How did I ensure my lessons addressed the needs of learners at different CLB levels?
4. How did I include performance assessment in my lesson planning?
5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

Carol's Answers

1. How did my long-range plan guide my lesson planning?

My long-range plan helped me to organize my lessons and make sure that each lesson made sense in the framework of a particular module. It also helped me determine which Level Outcomes (CLB competencies) to address in a particular lesson. The long-range planning process required me to think through the relationship between lesson objectives and Level Outcomes, so that during the lesson planning stage I was able to focus on selecting appropriate language learning tasks that would help learners meet the lesson objectives.

2. What was the process I went through to plan my lessons?

First, I looked at my long-range plan and decided which segment of a module I was going to teach. I also looked at the corresponding Level Outcomes (CLB competencies) that I would cover in the lesson. Then I thought about the purpose of my lesson and what I wanted learners to be able to do by the end of it. These were my objectives. I usually set objectives that could be accomplished in a single lesson, though at times because of the length of the class this extended to an additional lesson.

Once I had my objectives for a particular lesson, I looked at the Level Outcomes I planned to teach and developed appropriate tasks so learners could practise demonstrating the outcomes. These tasks were the building blocks of my lesson.

From there, I thought about what language and background information learners would need to complete the tasks and I designed activities accordingly. Sometimes this involved using a visual model such as a web diagram or a mind map to help me brainstorm the various components of a lesson and how they related to each other. If there were certain vocabulary or grammatical structures that learners needed to complete a task, I would include activities addressing it in the lesson. For example, prior to my lesson on behaviour-based interview questions (see lesson description on pp. 90, 91), I noted that most learners were still making a lot of mistakes using different forms of the past tense (a grammar item crucial to telling stories in the past in an interview), so I decided to address it in the lesson.

I decided which tasks, if any, I was going to use in the lesson to assess learners on particular Level Outcomes. This step went hand in hand with making sure that when needed, there was an opportunity to review previously taught material and that there would be follow-up in future lessons. My long-range plan was an essential reference throughout this process.

3. How did I ensure my lessons addressed the needs of learners at different CLB levels?

I used different strategies to do this. For example, sometimes with a reading or listening task I would add optional questions to the comprehension task to challenge higher-level learners while lower-level learners would be given more time to complete the task. I sometimes paired higher-level learners with learners at a lower level so that one could help the other with a task.

4. How did I include performance assessment in my lesson planning?

I used regular classroom tasks to assess learner performance on an ongoing basis. I assessed learners after they had practised a particular competency in class and when either the learners or I felt they were ready to be assessed.

5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

I used the Level Outcomes section (*Guidelines* pp. 57–67) and the Planning Checklists (*Guidelines* pp. 324–327) when deciding on which outcomes to target in a lesson.

I also consulted the units. For example, my lesson description that follows draws on ideas from Unit 11: Interviews (*Guidelines* pp. 177–186). In the unit I drew ideas from the sample tasks, sample language ideas and the independent learning and research section to help me in developing tasks, determining language learners would need to perform the tasks, and determining possible follow-up tasks.

I also looked at the Classroom Resources section (*Guidelines* pp. 345–363) for supplementary resources and the themes section (*Guidelines* pp. 304–387) for ideas.

Lesson Setting

The following is a description of a two-day lesson that took place in the third week of the interview module. The ultimate objective was for learners to be able to participate effectively in behaviour-based interviews. This lesson was followed up with a lesson on mock interviews in the final week of this module.

Prior to this lesson, learners had practised various skills needed to prepare for an interview, including researching a company, using the telephone to confirm an interview and get directions, and requesting references. They were already familiar with common interview questions and had practised responses to them.

I singled out behaviour-based interview questions for focused practice for a few reasons. Firstly, I understand that they are often used by interviewers, yet many learners haven't been exposed to them. Secondly, to answer a behaviour-based interview question well, it is best to use a format such as Situation/Task-Action-Result to give the answer a clear beginning, middle and end. This is a useful skill for learners in answering other kinds of interview questions and in shaping narratives in general. Finally, since answering behaviour-based interview questions involves telling stories drawn from the past, they provide an opportunity to monitor the use of various past tenses. Learners had ongoing difficulty using verb tenses correctly so I decided to address this in the lesson.

Lesson #1

Lesson Objective (after two days):

Learners will be able to answer behaviour-based interview questions using the Situation/Task-Action-Result format.

Target CLB Competencies:

🔗 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence

🔗 CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements (This competency will be assessed; see p. 105 for assessment details).

CLB Competencies being reviewed:

📖 CLB 6-IV: Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic (This competency will be assessed; see p. 102 for assessment details.).

Procedures/Tasks:

| | | |
|----|--|------------|
| 1. | Warm-up/speaking activity In small groups, learners discussed the following questions to review what they already knew about interview questions: <ol style="list-style-type: none"> How do you prepare for job interviews? What is the hiring process like in your previous country? What types of interview questions are common? Give examples of interview questions that are asked in Canadian job interviews. Why do you think employers ask these kinds of questions? | 10 minutes |
| 2. | Reading activity/Assessment task <ul style="list-style-type: none"> To introduce the topic of behaviour-based interview questions and prepare to watch the video, learners read an excerpt from the article “Storytelling as a way to stand out in interviews” (Handout 1, pp. 92–93) and answered multiple-choice and T/F questions (Handout 2, p. 94). This task was also used for reading assessment. See p. 102 for a description of the assessment activity related to this task. As a class, we took up the answers to the comprehension questions on Handout 2. Answers: Section 1: 1.F, 2.F, 3.T, 4.F, 5.F, 6.T, 7.F, 8.F Section 2: 1.b, 2.c, 3.c, 4.b, 5.c, 6.b, 7.b, 8.a | 30 minutes |

3. Listening

a. Pre-Listening:

- We reviewed the concept of behaviour-based interview questions and discussed the different grammatical structures required to answer this type of question. Learners reviewed the use of past tenses by giving examples and consulting a grammar text when necessary. 15 minutes
- Learners discussed unfamiliar vocabulary from the video they were about to listen to. I developed a handout for this purpose (**Handout 3**, p. 95). They read sentences with the new words or phrases and tried to define them in their own words using the context of the sentences. 15–20 minutes
- Learners read through the Active Listening Learning Link (**Handout 4**, p. 96) and we discussed its application to a behaviour-based interview situation. 10 minutes
- Learners used information from the discussion, the reading text and the Active Listening Learning Link and worked in pairs to generate a checklist to evaluate an interviewee's responses in a behaviour-based interview. They then presented their checklists to the rest of the group and agreed on the checklist below. 15–20 minutes

| Interview Checklist | Poor | Fair | Very Good |
|--|------|------|-----------|
| Overall impression of answers | | | ✓ |
| Choice of stories for answers | | | |
| Answers followed S/TAR format | | | |
| Use of appropriate level of formality | | | |
| Use of active listening strategies | | | |
| Appropriate body language (including posture, eye contact, facial expressions) | | | |
| Clothing and grooming | | | |

b. Listening (Computer Activity):

- Learners watched a seven-minute mock behaviour-based interview which was part of an online training video. 45 minutes
(www.michigan.gov/mdcs/0,1607,7-147-6876_8241_31562-163241--,00.html: View interview only). They listened to the interview and answered questions on a handout I developed to accompany the video (**Handout 5**, p. 97).
- Learners checked their answers with their partners. In a class discussion, we reviewed the checklist prepared earlier and discussed what the candidate did well and what she could have improved. 20 minutes

Carol's Reading Activity: Handout 1

Storytelling as a way to stand out in interviews

Memories can stay locked in our minds for years. A main goal of yours throughout the hiring process is to ensure the interviewer(s) remembers you. Merely saying you are responsible, trustworthy, and have leadership skills does not mean or do a thing to distinguish you from the rest of the pack. In fact, even before you leave your interview, the positive statement you say about yourself could be forgotten by the interviewer -- because every other candidate heralds the same message and, like you, may fail to offer examples to back up claims.

So how can you evoke a richer memory of yourself that is honest and genuine, serving both you and the prospective employer? By telling a story to validate each claim you make in your interview.

Anecdotal storytelling to back up work-related skills is an interview technique that has proven to be highly effective. A growing number of employers know this to be true, which is one reason behaviour-type interviewing has become so popular.

What happens when you use your past successes as validations?

By offering vivid examples of what you have done in your paid and unpaid work:

- You pique the employer's interest, you excite the listener, and you energize yourself as you progress through the interview.
- Not only are you saying positive things about yourself that are credible because the listener can imagine you in the situation you are describing, but you have placed yourself directly in the listener's memory bank. Even weeks and months later, you will be remembered in conjunction with your interesting stories.
- The listener relates your past successes and accomplishments with future performance and potential. Now you have the interviewer thinking and projecting you doing the work he/she has available. He/she has an image of you because you have created a 3-D view of you at work.

What are the elements of a good story?

- Including vivid details and key information.
- Emphasizing the challenges of the situation, the action you took, and the results of the benefits of what you did.
- Relating the story concisely and comfortably.
- Creating a "before" and "after" scenario that highlights, for the listener, your impact on the situation. In other words, what did you do to make a difference?

Here's a sample...

1. Start by explaining the situation and the challenges that existed. For example:

"To finance my college education, I worked in a busy downtown restaurant as a hostess, and it was a wonderful opportunity for me to begin to use my problem-solving and creative skills. Within the first few weeks of work, I noticed that customers were complaining on a daily basis about the length of time they waited to get seated and then the slow table service."

Carol's Reading Activity: Handout 1 (con't.)

2. Without exaggeration, proceed to explain the action you took to turn the situation around.

"I surveyed the situation over a short period of time and quickly recognized that customers were most angry when waiting in long lines for tables. So I suggested to management that the hostess offer small finger food appetizers to those in line."

3. Describe the results of the action taken but do so by creating an image of how the situation improved because of your actions.

"The customers responded to the management's gesture to them by waiting more patiently in line and even by ordering more of the foods they had sampled, and more importantly, by becoming repeat customers."

4. Make your summation strong by focusing the interview on your key skills, which can benefit the interviewer and his/her company.

"I believe this experience demonstrates my strong customer service skills as well as indicates how I value loyalty to my employer. It was important to me that the business be highly thought of by the public and I wanted to help improve our restaurant's image."

Did you recognize the SAB formula?

LET'S MAKE SURE YOU UNDERSTAND STORYTELLING DURING INTERVIEWS.

- You are describing the situation that exists, even if it existed before you got involved.
- Describe the challenges facing you and/or the company, the negatives, and the problems.
- Present your analysis of the situation. You will want to mention any research or assessment you undertook.
- Describe your recommendations and indicate reaction to them even if there was some opposition to your ideas at the time.
- Explain fully, but concisely, the results of your efforts, drawing the parallels of before and after.
- End by emphasizing the skills/abilities and strengths demonstrated by your story.

You should know that interviewers will usually probe for some negative information--mistakes or errors you made. Even if your interviewer is positively inclined toward you, they may probe for contradictory information. In other words, they know that they cannot believe you are so perfect--without room to improve.

Have one or two stories ready that demonstrate that you have learned from mistakes you have made. Own up -- and select your examples with thought. They need to be as impressive as your "positive" examples.

Now--PRACTISE, PRACTISE, PRACTISE!

Source: George Brown College <http://www.georgebrown.ca/saffairs/stusucc/interviews.aspx#link6>

Reading Comprehension Questions: Handout 2 (Source: Instructor-developed)

Instructions: Please answer these questions based on the information in the article *Storytelling as a way to stand out in interviews*. The shaded questions are bonus questions.

Section 1: True or False

1. According to the article, you should tell at least two stories to support each statement you make about yourself in an interview. T F
2. The stories you tell in answer to behavioural-based interview questions don't need to be specific. T F
3. The stories you tell in answer to behavioural-based interview questions should be succinct. T F
4. It is generally not advisable to use stories drawn from volunteer experience. T F
5. It's not so important that a story be true as that it be impressive. T F
6. The sample story in the article provides a model that includes a "before" and "after" scenario. T F
7. In the sample story, the hostess was probably working full-time. T F
8. In the sample story, the hostess was motivated to find a solution to the problem so that she could be promoted. T F

Section 2: Multiple Choice

1. The main idea of this article is:
 - a) Preparing stories for an interview takes a great deal of planning and forethought.
 - b) Providing stories which give examples of skills is an effective interviewing strategy.
 - c) The more dramatic the story, the more likely the candidate is to get a job.
 - d) Every story needs to have a beginning, a middle and an end.
2. Which of the following is not mentioned in the article as a positive outcome of effective story-telling:
 - a) The interviewer is more likely to remember a story along with the candidate who tells it.
 - b) The interviewer is likely to think the candidate has potential to do good work in the future based on his/her past accomplishments.
 - c) The interviewer is less likely to compare a good storyteller with other candidates.
 - d) The interviewer is less likely to become bored during the interview.
3. SAB is an acronym that appears in the article. What does it stand for?
 - a) Summary – Action – Belief
 - b) Situation – Awareness – Belief
 - c) Situation – Action – Benefit
 - d) Skills – Awareness – Business
4. In the sample story, the hostess noticed the problem
 - a) right away.
 - b) not long after she started working at the restaurant.
 - c) after working at the restaurant for quite some time.
 - d) after overhearing some co-workers discussing it.
5. In the sample story, which of the following happened first?
 - a) The customers were served appetizers.
 - b) The customers ordered more appetizers.
 - c) The customers complained about slow table service.
 - d) The customers were seated.
6. What is the main reason that customers were unhappy?
 - a) There wasn't enough variety on the menu.
 - b) They had to wait so long.
 - c) The appetizers were not offered until they complained.
 - d) There weren't enough servers on staff.
7. In addition to demonstrating the candidate's customer service skills, her solution to the restaurant's problem showed her
 - a) concern for customer satisfaction.
 - b) concern for the restaurant's reputation.
 - c) ability to delegate.
 - d) tolerance.
8. According to the excerpt, it's important to make sure that some of the stories you tell in an interview show:
 - a) what you've learned from your mistakes.
 - b) how humble you are.
 - c) negative characteristics about a former employer and how you overcame them.
 - d) that you are perfect

Pre-listening Activity: Handout 3 *(Source: Instructor-developed)*

Instructions: Look at the underlined words and phrases. Try to give the meaning of each in your own words.

1. The mannequins in the window looked so realistic that we almost thought they were actors.
2. Instead of holding weekly meetings, let's meet every other week.
3. The report prompted him to think of a new approach to his own research.
4. He couldn't decide between a couple of computers so he went with the best offer.
5. She could see that things were getting backed up so she stayed late and worked on the weekend.
6. I took it upon myself to clean up the staff kitchen since no one else was volunteering.
7. We worked out all the hitches and everything is running smoothly now.
8. We went ahead and made up a schedule without waiting for everyone to give their input.
9. The project took off right away and everyone has been working hard at it ever since.
10. She really went beyond the call of duty by staying late to help rearrange the furniture.
11. He was on the project until he was relocated to a different branch.
12. She takes great pride in her ability to remain patient with demanding clients.

Active Listening

Active listening includes a range of behaviours that facilitates understanding others. The benefits of practising active listening include:

- avoiding misunderstanding
- increased respect and understanding of the opinions of others
- increased ability to converse in social situations and in the workplace

Key Active Listening Behaviours

- Being aware of differences in communication behaviours between individuals:
Physical distance between conversants, body movements, touching during conversation, non-verbal vocalizations while listening, eye contact, voice loudness, silence
- Suspending own thoughts, judgments and assumptions about the speaker, interpretation of communication behaviours or interpretation of meaning
- Listening attentively to the words and implied message of the speaker
- Responding verbally and non-verbally (below) to indicate interest, comprehension and empathy

Non-Verbal Indicators of Active Listening

- Eye contact to convey interest
- Appropriate facial expressions
Smile, frown, expressions of concern, confusion
- Posture and use appropriate gestures to indicate interest and reaction
Sitting up straight, facing the speaker, nodding to indicate interest

Verbal Indicators of Active Listening

- Responding verbally to indicate listening
uh-huh, wow, really?, Mmmmmm
- Asking questions or statements to clarify understanding and invite the speaker to elaborate
So what happened next?, How did that make you feel?, I wonder why that happened?, What do you mean?
- Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.
It sounds like this means a lot to you; Hmmm, I can see you're upset about that; So you got the promotion but you're not sure you want the extra responsibility.
- Making statements to validate speaker's feelings and indicate empathy
That must be really difficult, That must have been frustrating.

Internet Search Terms

- active listening
- gestures
- non-verbal communication

Listening Activity: Handout 5 *(Source: Instructor-developed)*

Please go to the following website and choose “Interview only”:

www.michigan.gov/mdcs/0,1607,7-147-6876_8241_31562-163241--,00.html

1. You will hear six interview questions. Please number them in the order in which they are asked.

- ☐ We all make decisions that turn out to be mistakes. Can you please describe a work decision that you regret making?
- ☐ Describe a time when you went beyond your job requirements to achieve an objective. What did you do, and what happened?
- ☐ Deadlines cannot always be met. Tell me about a time you missed a deadline on a project. What were the causes?
- ☐ Describe a major problem you have faced and how you dealt with it.
- ☐ Can you describe a situation in which you had to decide whether to accept or reject a recommendation? What did you decide and why, and what happened?
- ☐ Please tell me about a time when you had to deliver bad news to someone. How did they respond, and what did you do?
- ☐ Give me an example of a time you demonstrated leadership while working as part of a team.
- ☐ Think about a job that you had that required high attention to small details. How satisfied or dissatisfied were you with the job, and explain why.
- ☐ Can you tell me about a time when you had to handle an irate customer? What did you do, and what happened?
- ☐ Describe what you have done in the past to monitor the progress of projects and assignments, and in doing so please provide specific examples.
- ☐ Change can be difficult. Please describe a time when you had to adjust to new circumstances on the job, and explain how you dealt with the situation.

2. Please answer the following questions:

- What do the interviewers say to introduce their questions? Give 3 examples.
- What does the candidate say to give herself time to formulate one of her answers?
- Which question does the interviewer ask a second time? Why?
- Which answer does the candidate most directly relate to the position of departmental analyst? How does she do this?

3. Please note which verb tenses the candidate uses in her answers, and give one example of each. Which form of the past tense does she use most often?

4. Choose one of the candidate's answers and do the following:

- Write the answer out in point form according to the S/TAR format.
- Assess the answer using the checklist developed by the class.
- Explain how the candidate tailors her answer (if she does) to fit the position for which she is applying.

Lesson #2

Context:

This is a continuation of the previous day's lesson focusing on behaviour-based interviews. In this lesson, learners had an opportunity to practise answering behaviour-based interview questions using their own experiences. I assessed the responses of the learners who felt they were ready to be assessed on the speaking activity.

Procedures/Tasks:

| | | |
|----|--|---|
| 1. | Warm-up/Review Learners reviewed new vocabulary from the previous day's video by using words and phrases in their own sentences. | 15 minutes |
| 2. | Speaking a. Using the list of questions from the previous day's video worksheet (Handout 5, p. 97), learners practised answering behaviour-based questions in pairs. b. Learners returned to the checklist they used to assess the candidate's responses in the video and discussed how they could use it to assess each other's responses to behaviour-based interview questions. c. Learners prepared their responses to two questions in point form using an outline such as the S/TAR format. Those with higher benchmarks were encouraged to do more than two. d. Learners practised the response(s) they would record in pairs and gave each other feedback according to the criteria in the checklist. e. Speaking Assessment Task: For a full description see p.105. Learners role-played an interview situation in pairs. One learner was the interviewer and the other presented his/her responses. The responses were recorded on tape or camcorder according to learner preference. (Task from Unit 11, p. 184, Task 2). Homework: Learners wrote a two-paragraph letter to a friend describing behaviour-based interview questions. (Based on Sample Task 6 from the <i>LINC 5-7 Curriculum Guidelines</i> , p. 183). | 30 minutes 10 minutes 15 minutes 15-20 minutes 90 minutes |

Learner Performance Assessment

Guiding Questions

1. What type of performance assessment did I conduct and for what purpose?
2. How did I determine when to assess learners' performance of specific Level Outcomes?
3. How did I assess the four skills (speaking, listening, reading, writing)?
4. How did I determine the assessment tasks and criteria for successful completion of tasks?
5. How did I keep track of assessment results for the class? For individual learners?
6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?
7. How did I involve learners in the assessment process?
8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?
9. How did I ensure that the assessment accommodated learners at different CLB levels?

Carol's Answers

1. What type of performance assessment did I conduct and for what purpose?

I conducted formative assessment both informally and formally on an ongoing basis. I also conducted formal summative assessment when I felt that learners had mastered a particular Level Outcome (CLB competency).

Formative assessment was an integral and ongoing part of what went on in the class. It allowed me to monitor where learners were at in terms of mastering particular Level Outcomes, and it helped learners to identify where they had made progress and where they still needed to focus their efforts. I used both peer and self-assessment for formative assessment.

I did summative assessment at regular intervals to help me see which outcomes learners had mastered.

2. How did I determine when to assess learners' performance of specific Level Outcomes?

I did summative assessment of a particular Level Outcome when I had assessed it for formative purposes and learners were ready to be assessed formally. This was a natural process since we spiralled CLB competencies and I was able to note what needed to be reviewed before it was assessed summatively. Occasionally, I would question an entrance CLB in a particular skill area and carry out my own diagnostic assessment to confirm its accuracy.

3. How did I assess the four skills (speaking, listening, reading, writing)?

I assessed speaking and writing skills by observing or collecting examples/products and rating them according to criteria. I assessed reading and listening comprehension by giving learners a text to either read or listen to, asking them true/false or multiple-choice questions and rating their performance based on the number of correct answers.

4. How did I determine the assessment tasks and criteria for successful completion of tasks?

I selected tasks to address the specific Level Outcomes that we were working on. I tried to ensure that a range of outcomes from different CLB competency areas (i.e. social interaction, getting things done) were assessed.

To assess speaking and writing tasks, I usually developed criteria for the successful completion of tasks by referring to the performance indicators for particular Level Outcomes and I assessed learner performance according to the criteria. I sometimes included (in the criteria) specific language items we had focused on, such as a grammar point. In some cases learners were involved in developing the assessment criteria. I also provided oral or written comments with an emphasis on positive feedback and specific suggestions for improvement.

I assessed reading and listening comprehension by giving learners a text to either read or listen to and then asking them true/false or multiple-choice questions. The questions included ones that tested their ability to understand factual details, their skill at making inferences and their overall comprehension of the text.

Once a task was assessed, I used the rating system described in the *Guidelines* (pp. 40, 41). Learners' performance was rated on a scale of 1–4 with a 3 indicating successful completion of the task.

5. How did I keep track of assessment results for the class? For individual learners?

I created an assessment monitoring chart (p. 107) by adapting the Planning Checklists (*Guidelines* pp. 324–327) to keep track of individual learner scores. I made one copy of this chart for each learner and used it to record scores and comments.

6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?

I referred to the section on Assessment (*Guidelines* pp. 37–45) for guidance regarding the assessment process. This section also provided suggestions on specific tasks and assessment criteria as well as a reminder of the rating system.

I used the Level Outcomes for LINC 6 and 7 (*Guidelines* pp. 58–67) for information about performance conditions when I was designing the assessment tasks and I used the performance indicators for ideas on possible assessment criteria.

I used the Planning Checklists (*Guidelines* pp. 324–327) to keep track of CLB competencies I had addressed in the class and that could be assessed.

I referred to the sample tasks in individual units for task ideas when I was planning, and considered which ones I would want to assess.

7. How did I involve learners in the assessment process?

Learners were frequently involved in developing assessment criteria for speaking and writing tasks. They were encouraged to participate in peer assessment where appropriate and we discussed self-assessment strategies for all skill areas. Learners also referred to the CLB “Can Do Checklists” and related them to particular assessment tasks.

8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?

I used the Planning Checklists (*Guidelines* pp. 324–327) to keep track of the Level Outcomes I was assessing. They helped me to get a visual picture of the range of Level Outcomes I was teaching and assessing.

9. How did I ensure that the assessment accommodated learners at different CLB levels?

Most of the assessment tasks for this particular group of learners targeted LINC 6 Level Outcomes. I then adjusted the criteria for success according to the CLB levels of individual learners.

Reading Assessment Task

My reading assessment targeted the following competency:

 CLB 6-IV: Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic.

I chose to assess this competency because it had been reviewed sufficiently and I realized that I hadn't formally assessed a reading competency for some time.

I selected an authentic text (see next page) from www.georgebrown.ca/saffairs/stusucc/interviews.aspx#link6 entitled "Storytelling as a way to stand out in interviews." Although the text was slightly longer at a page and a half than the performance conditions for the Level Outcome indicated, I felt that the content was not overly difficult for learners to comprehend.

I designed multiple-choice and true/false comprehension questions, with four bonus questions for higher-level learners (see p. 104). The total number of questions was a multiple of four, to make the rating (1–4) easier.

I used the performance conditions and performance indicators for Informational Texts in the Level Outcomes section (*Guidelines*, p. 60) to design this task. I tried to design questions that required learners to identify the main idea, some factual details and inferred meanings.

I informed learners that they were being assessed when I introduced the task. We discussed the answers together so they knew immediately how well they had done. I then rated their comprehension on a scale of 1–4 with 3 being a passing grade.

Reading Assessment Task (for larger print copy see pp. 92, 93)

Storytelling as a way to stand out in interviews

Memories can stay locked in our minds for years. A main goal of yours throughout the hiring process is to ensure the interviewer(s) remembers you. Merely saying you are responsible, trustworthy, and have leadership skills does not mean or do a thing to distinguish you from the rest of the pack. In fact, even before you leave your interview, the positive statement to say about yourself could be forgotten by the interviewer -- because every other candidate heralds the same message and, like you, may fail to offer examples to back up claims.

So how can you evoke a richer memory of yourself that is honest and genuine, serving both you and the prospective employer? By telling a story to validate each claim you make in your interview.

Anecdotal storytelling to back up work related skills is an interview technique that has proven to be highly effective. A growing number of employers know this to be true, which is one reason behaviour type interviewing has become so popular.

What happens when you use your past successes as validations? By offering vivid examples of what you have done in your paid and unpaid work:

- You pique the employer's interest, you excite the listener, and you energize yourself as you progress through the interview.
- Not only are you saying positive things about yourself that are credible because the listener can imagine you in the situation you are describing, but you have placed yourself directly in the listener's memory bank. Even weeks and months later, you will be remembered in conjunction with your interesting stories.
- The listener relates your past successes and accomplishments with future performance and potential. Now you have the interviewer thinking and projecting you doing the work he/she has available. He/she has an image of you because you have created a 3-D view of you at work.

What are the elements of a good story?

- Including vivid details and key information.
- Emphasizing the challenges of the situation, the action you took, and the results of the benefits of what you did.
- Relating the story concisely and comfortably.
- Creating a "before" and "after" scenario which highlights, for the listener, your impact on the situation. In other words, what did you do to make a difference?

Here's a sample...

1. Start by explaining the situation and the challenges that existed: For example:

"To finance my college education, I worked in a busy downtown restaurant as a hostess, and it was a wonderful opportunity for me to begin to use my problem solving and creative skills. Within the first few weeks of work, I noticed that customers were complaining on a daily basis about the length of time they waited to get seated and then the slow table service."

2. Without exaggeration, proceed to explain the action you took to turn the situation around:

"I surveyed the situation over a short period of time and quickly recognized that customers were most angry when waiting in long lines for tables. So I suggested to management that the hostess offer small finger food appetizers to those on line."

3. Describe the results of the action taken but do so by creating an image of how the situation improved because of your actions.

"The customers responded to management's gesture to them by waiting more patiently in line and even by ordering more of the foods they had sampled, and more importantly, by becoming repeat customers."

4. Make your summation strong by focusing the interview on key skills, your skills, which can benefit the interviewer and his/her company.

"I believe this experience demonstrates my strong customer service skills as well as indicating how I value loyalty to my employer. It was important to me that the business be highly thought of by the public and I wanted to help improve our restaurant's image."

Did you recognize the SAB formula?

LET'S MAKE SURE YOU UNDERSTAND STORYTELLING DURING INTERVIEWS.

- You are describing the situation that exists, even if it existed before you got involved.
- Describe the challenges facing you and/or the company, the negatives, and the problems.
- Present your analysis of the situation. You will want to mention any research or assessment you undertook.
- Describe your recommendations and indicate reaction to them even if there was some opposition to your ideas at the time.
- Explain fully, but concisely, the results of your efforts, drawing the parallels of before and after.
- End by emphasizing the skills/abilities and strengths demonstrated by your story.

You should know that interviewers will usually probe for some negative information -- mistakes or errors you made. Even if your interviewer is positively inclined toward you, they may probe for contradictory information. In other words, they know that they cannot believe you are so perfect -- without room to improve.

Have one or two stories ready that demonstrate that you have learned from mistakes you have made. Own up -- and select your examples with thought. They need to be as impressive as your "positive" examples.

Now--PRACTISE, PRACTISE, PRACTISE!

Source: George Brown College <http://www.georgebrown.ca/saffairs/stusucc/interviews.aspx#link6>

Reading Assessment Comprehension Questions (for larger print copy see p. 94)

Instructions: Please answer these questions based on the information in the article *Storytelling as a way to stand out in interviews*. The shaded questions are bonus questions.

Section 1: True or False

1. According to the article, you should tell at least two stories to support each statement you make about yourself in an interview. T F
2. The stories you tell in answer to behavioural-based interview questions don't need to be specific. T F
3. The stories you tell in answer to behavioural-based interview questions should be succinct. T F
4. It is generally not advisable to use stories drawn from volunteer experience. T F
5. It's not so important that a story be true as that it be impressive. T F
6. The sample story in the article provides a model that includes a "before" and "after" scenario. T F
7. In the sample story, the hostess was probably working full-time. T F
8. In the sample story, the hostess was motivated to find a solution to the problem so that she could be promoted. T F

Section 2: Multiple Choice

1. The main idea of this article is:
 - a) Preparing stories for an interview takes a great deal of planning and forethought.
 - b) Providing stories which give examples of skills is an effective interviewing strategy.
 - c) The more dramatic the story, the more likely the candidate is to get a job.
 - d) Every story needs to have a beginning, a middle and an end.
2. Which of the following is not mentioned in the article as a positive outcome of effective story-telling:
 - a) The interviewer is more likely to remember a story along with the candidate who tells it.
 - b) The interviewer is likely to think the candidate has potential to do good work in the future based on his/her past accomplishments.
 - c) The interviewer is less likely to compare a good storyteller with other candidates.
 - d) The interviewer is less likely to become bored during the interview.
3. SAB is an acronym that appears in the article. What does it stand for?

| | |
|-----------------------------------|----------------------------------|
| a) Summary – Action – Belief | c) Situation – Action – Benefit |
| b) Situation – Awareness – Belief | d) Skills – Awareness – Business |
4. In the sample story, the hostess noticed the problem

| | |
|--|---|
| a) right away. | c) after working at the restaurant for quite some time. |
| b) not long after she started working at the restaurant. | d) after overhearing some co-workers discussing it. |
5. In the sample story, which of the following happened first?

| | |
|---|---|
| a) The customers were served appetizers. | c) The customers complained about slow table service. |
| b) The customers ordered more appetizers. | d) The customers were seated. |
6. What is the main reason that customers were unhappy?

| | |
|---|---|
| a) There wasn't enough variety on the menu. | c) The appetizers were not offered until they complained. |
| b) They had to wait so long. | d) There weren't enough servers on staff. |
7. In addition to demonstrating the candidate's customer service skills, her solution to the restaurant's problem showed her

| | |
|---|-------------------------|
| a) concern for customer satisfaction. | c) ability to delegate. |
| b) concern for the restaurant's reputation. | d) tolerance. |
8. According to the excerpt, it's important to make sure that some of the stories you tell in an interview show:

| | |
|--|--|
| a) what you've learned from your mistakes. | c) negative characteristics about a former employer and how you overcame them. |
| b) how humble you are. | d) that you are perfect |

Speaking Assessment Task: Answering Behavioural Interview Questions

My speaking assessment targeted the following CLB competency:

🔊 CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

I felt that this competency had been spiralled throughout the term and that it would be appropriate for learners to get more formal feedback on their progress. They had also practised behaviour-based interview questions in class. I used the performance conditions and performance indicators for LINC 6 Speaking (CLB 7) to guide me in setting general parameters.

I gave learners the option of completing the task for formative assessment or summative assessment. Seven learners were present on the day of the assessment and all wanted this to be for the purpose of summative assessment. Given our time constraints, only four learners were assessed on that day. The other three were assessed the following day. Learners were given the opportunity to record their responses and all chose to do so using a cassette tape rather than a camcorder.

Prior to the assessment, learners chose the questions they wanted to be assessed on (from the list on the next page) and prepared responses in point form using a framework such as S/TAR. They didn't actually use or refer to their notes when they were answering the questions during the assessment. However, one of the reasons for having them write responses in point form ahead of time was to reinforce the importance of preparation for an interview instead of trying to wing it on the spot. Learners practised their responses with a partner in a mock interview role-play. Partners gave feedback on the responses.

As a group, we negotiated the criteria to be used in the actual assessment. Deciding on the criteria together encouraged both peer and self-assessment. The following is the criteria that were agreed on:

| | | |
|--|--|---|
| Holistic Assessment | | ✓ |
| how well the task was performed in general | | |
| Analytic Assessment | | ✓ |
| - the answers made sense and held together overall (coherence) | | |
| - the answers followed the S/TAR format (content) | | |
| - past tenses were used accurately (grammar accuracy) | | |

Assessment Procedure:

In pairs, learners asked and answered behaviour-based interview questions while being taped. We then listened to the tape and the rest of the class assessed the responses using the criteria in the checklist. The learner who had presented was also able to assess him/herself at the same time. Learners shared their impressions and checklists with each other. The emphasis was on giving positive feedback which would help learners see that they had been clearly understood and that they were making progress. I listened to the recordings again at a later time and completed a feedback form (in narrative) for each learner for formative assessment purposes.

Speaking Assessment Task: Answering Behavioural Interview Questions

The following is the list of behavioural interview questions that learners selected from to present their responses:

- We all make decisions that turn out to be mistakes. Can you please describe a work decision that you regret making?
- Describe a time when you went beyond your job requirements to achieve an objective. What did you do, and what happened?
- Deadlines cannot always be met. Tell me about a time you missed a deadline on a project. What were the causes?
- Describe a major problem you have faced and how you dealt with it.
- Can you describe a situation in which you had to decide whether to accept or reject a recommendation? What did you decide and why, and what happened?
- Please tell me about a time when you had to deliver bad news to someone. How did they respond, and what did you do?
- Give me an example of a time you demonstrated leadership while working as part of a team.
- Think about a job that you had that required high attention to small details. How satisfied or dissatisfied were you with the job, and explain why.
- Can you tell me about a time when you had to handle an irate customer? What did you do, and what happened?
- Describe what you have done in the past to monitor the progress of projects and assignments, and in doing so please provide specific examples.
- Change can be difficult. Please describe a time when you had to adjust to new circumstances on the job, and explain how you dealt with the situation.

Carol's Assessment Monitoring Chart (for a larger print and blank copy see p. 188)

I used this chart for ongoing monitoring of each learner in the class. I adapted it according to the particular CLB level of each learner, which was easy to do given I had such a small group. I used the right-hand column to record the assessment date, marks and any comments I had. I kept these charts in my class file.

| Performance Assessment Results | | Learner: <u>Helen</u> |
|---|--|--|
| LINC 6 | | |
| Speaking, Listening: CLB 7 Reading, Writing: CLB 6 | | |
| Speaking, CLB 7 | I Introduce a guest, speaker formally to a large familiar group. | |
| | Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. | |
| | Confirm own comprehension. | |
| | Use a number of strategies to keep the conversation going. | |
| | Hold the floor. | |
| | Resume after interruption. | |
| | Change topic. | |
| | Take live phone messages with 5 to 7 details. | |
| | II Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. | |
| | III Give and respond to a warning; discourage others. | |
| | Request a word. Ask for and respond to recommendations or advice. | |
| | Make an extended suggestion on how to solve an immediate problem or make an improvement. | |
| | IV Give a summary/report of the main points of a presentation by someone else. | |
| | Tell a story, including a future scenario. (presentations) | |
| | Describe, compare and contrast in detail 2 events, jobs or procedures. | |
| Listening, CLB 7 | Describe a moderately complex process. (presentations) | |
| | Ask for and provide detailed information related to personal needs, varied daily activities & routine work requirements. (one-on-one) | Behavioural-Interview Questions Assessed Oct 21 (Rating 3). Well done overall. |
| | Participate in a small group discussion/meeting: express opinions & feelings; qualify opinion, express reservations, approval & disapproval. | |
| | Express or ask about possibility, probability. (group interaction) | |
| | I Identify stated & unspecified details, facts & opinions about situations & relationship of participants containing gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. | |

Program Evaluation

Guiding Questions

1. Why did I conduct program evaluation?
2. How did I conduct program evaluation?
3. How did I use the information I gathered?

Carol's Answers

1. Why did I conduct program evaluation?

I conducted program evaluation to find out if learners felt the program was meeting their needs, if they wanted to see other skills/topics included in upcoming lessons, and to encourage learners to be involved in every aspect of the program. Program evaluation helped me to examine the effectiveness of the program in meeting their needs and to plan more effectively for upcoming months.

Program evaluation was ongoing and closely tied to ongoing needs assessment. I tried to make the connection between the two explicit and to conduct program evaluation that was useful to both me and the learners.

2. How did I conduct program evaluation?

I conducted program evaluation on an ongoing basis by inviting feedback on what we covered in class and on how we covered it. This ongoing program evaluation by learners was frequent and informal and easy to do in a small group. It was often as simple as eliciting immediate feedback on what a learner liked about a particular activity or lesson. From time to time, I also asked learners to write about what they found helpful and why, and what they weren't as interested in doing in class.

I took notes when learners gave feedback orally, and made copies of any written responses to questions so that I could reflect on how to best meet their needs in the future. Learners kept their written responses in their learning portfolios for their own reflection and for future reference.

I also like to get feedback from learners about various aspects of the program before they exit the program. I used a questionnaire for this purpose (p. 111). In December I asked learners to provide written answers to the questions. Those who left at other times were also given the option of responding to the questions.

I used the Instructor Program Evaluation Checklist in the Toronto Catholic District School Board's *Adult ESL Curriculum Guideline*, 2003 (pp. 369–372) to monitor my own teaching practices.

3. How did I use the information I gathered?

When learners gave specific feedback about an activity or a lesson, I tried to incorporate this feedback into my planning, either by re-evaluating something I was used to doing in a particular way or by reorganizing the components of a module. Sometimes I brought feedback to the attention of the class for discussion. I also considered feedback about a particular activity when I planned similar activities in subsequent lessons. I made notes about particular lessons, as well as modules and long-range plans (e.g., about content, pacing, what worked well and what didn't) and I referred to them when I planned future lessons.

I considered the feedback learners gave through the questionnaire when I was planning for the next group of learners.

Source: Instructor-developed

Program Evaluation Questionnaire

Thank you for taking the time to answer these questions. The questions will give you an opportunity to reflect on your experience in the class, and your input will help to improve the program. You may want to refer to your learning portfolio, including your needs assessment questionnaire and checklist, to help you answer some of the questions.

What have you enjoyed most about the class? Please explain.

What activity or activities in particular did you find beneficial? Why?

What did you find to be less helpful? Why?

What would you have liked to spend more time on? Why?

If you could offer some constructive criticism to improve this class for the future, what would it be?

How has this class assisted you in taking steps towards meeting your goals?

What do you think your next steps could or should be? How could this class assist you?
What do you need that has not been covered in the class? What other things could you do?

If you have any other comments that you feel would be helpful, please feel free to write them here:

A stylized, minimalist illustration of a plant with a thin, curved stem and two broad, rounded leaves. The plant is rendered in a light olive green color and is positioned on the left side of the image, partially overlapping a dark olive green shape.

Milla's Program

Milla's Program

*A full-time
LINC 6/7
class with
a focus on
TOEFL and
academic
preparation
25 hours a
week,
(CLB 6–8)*

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Introduction to *Milla's Program*

I was invited to use the new LINC 5–7 Curriculum Guidelines and to answer a series of reflective questions about each stage of my planning process for an entire term. I was assisted by the curriculum writers and an advisory committee, who helped me to articulate my planning process and to customize planning tools. What follows is the result of this journey.

About My Teaching Site

I teach in a LINC centre located in Toronto. There are four full-time LINC classes in the centre, addressing LINC levels 2–7. The centre has air-conditioned classrooms and is well equipped with resources, including a computer lab with Internet access, a photocopier, audio-visual equipment and plenty of books.

About My Class

My class is a full-time LINC 6/7 class (CLB 7–8 in speaking and listening, CLB 6–8 in reading and writing), with a focus on TOEFL preparation. This focus was decided by my program provider.

The TOEFL (Test of English as a Foreign Language) is one of the standardized language proficiency tests recognized by Canadian colleges, universities and many professional licensing associations as satisfactory proof of English language proficiency. Obtaining this proof is a requirement for non-native speakers of English entering Canadian universities, and often a requirement for obtaining professional licensing and certification.

I started this term in September with 14 learners in my class. One learner came from the LINC 5/6 class in the centre, two learners returned from the previous term, and 11 were referred by the LINC assessment centre. I had continuous intake throughout the term, which lasted four months (September to December).

Needs Assessment and Analysis

Guiding Questions

1. When did I conduct needs assessment and for what purpose?
2. What kind of information did I need to start my planning and why did I want this information?
3. How did I get the information I needed?
4. How did I conduct ongoing needs assessment and for what purposes?
5. How did learners in my class benefit from participating in needs assessment?
6. What sections of the *LINC 5–7 Curriculum Guidelines* helped with needs assessment and how?
7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Milla's Answers

Reflection on needs assessment and analysis:

I used to use a long needs assessment questionnaire. I knew it wasn't a perfect tool for my class, but I never questioned why I kept using it, even though I didn't use some of the information gathered from the questions. Through participating in this project, I've become more aware of the needs assessment purpose and process. Now I am gathering the information that will best help me with teaching my program. I've adapted my needs assessment activities so they're tailored to my needs. I think this has made a difference in my class. Because I am clear about the purpose of each needs assessment activity, I can clearly articulate these purposes to learners, and tell them how the results of the needs assessment will inform my program. I think as a result, learners get a sense that the program is organized. This is important in the first class of the term where some learners are "shopping" for a program that fits their needs.

1. When did I conduct needs assessment and for what purpose?

I conducted initial needs assessment at the beginning of the term with a new group of learners and when a new learner joined the class. I conducted ongoing needs assessment informally during the term to check if learner needs had changed, to get updates on steps leading to their goals, and to get feedback on class activities.

Purpose of My Needs Assessment

I conducted initial needs assessment mainly so I could find out why learners were in my class and why they needed a language proficiency test. My program has a TOEFL and academic preparation focus (decided by my program provider) and my class is advertised with this focus. However, sometimes learners come to my class because they think it's the next step after LINC 5, even though they are not planning on taking a language proficiency test. I wanted to make sure learners made an informed choice about coming to my class. Initial needs assessment helped me determine that and gave me the opportunity to inform learners about the objectives of my class and what they could learn.

Needs assessment also gave me information about learners that helped me with my planning, such as their education level, profession, learning preferences, their plans after this class and steps they needed to take to get there. For example, I wanted to know if they needed to take a language proficiency test to enter college or university, or as a prerequisite for a professional licensing exam.

I also conducted needs assessment because I thought it would benefit learners. I think the activities helped them get to know one another, feel comfortable in class, learn about my program and get a sense of my teaching style. The needs assessment process was also an opportunity for learners to take an active role in the learning process.

2. What kind of information did I need to start my planning and why did I want this information?

I wanted to know about learners' goals, their plans for achieving their goals, their reasons for being in my class, and other relevant information.

Goals and plans for achieving them; reasons for attending this class: This information helped me determine if learner goals were compatible with my class focus, and gave me an opportunity to inform learners about my program and how it relates to their goals. It also told me how much they already knew about accessing their profession.

Language proficiency test information: I wanted to know why learners needed a language proficiency test, how much they knew about the test, what score they needed and when they planned to take it. This information helped me determine how much they knew about the test, and how much they needed to research and learn.

Basic demographic information: I wanted to know learners' first language, profession, education and current employment. This information helped me create a general profile of my class. I wanted this information because it could inform my choices about topics for reading materials, discussions and writing activities. For example, I may have many learners who share a first language and may have specific pronunciation needs. Or I may have several learners who share a profession, which could influence the topics I choose for class discussions.

Current language proficiency: I wanted to know learners' CLB levels, and get a sense of their language abilities. This information helped me determine where I needed to start in my instruction. For example, if most learners knew the format of a paragraph and their writing was coherent, I could start with essay format. On the other hand, if they had trouble at the sentence level, I could start with types of sentences and mechanics.

Learning preferences and perceived language needs: I wanted to know about learners' learning preferences, skills they felt they needed more practice in, and study strategies and activities they found effective. Discussing learning and study strategies is a regular part of my program. Obtaining this information helped me to find out how much learners already knew about their learning strategies.

3. How did I get the information I needed?

I used a pair interview activity, a short questionnaire and a writing task. Each of those activities was coupled with a class discussion. During the discussions learners could clarify information and elaborate on answers. When there were discrepancies between learners' questionnaire answers and their answers during discussions, I could clarify why.

Activity 1: Pair Interview, Presentation and Follow-up Discussion (p. 123): Learners interviewed each other in pairs on the first day of the term. They asked each other about their language, country of origin, reasons for being in the class and goals. Then they each made a short presentation to introduce each other to the class. I took this opportunity to teach some presentation skills and related language functions (introducing a person to a group of people), so they could learn something about presentations through this activity.

I followed up the presentations with a discussion about the objectives of my program (to prepare learners for the TOEFL and provide practice with CLB competencies) and how the objectives relate to learners' goals. I referred to the CLB posters and a TOEFL poster displayed on my classroom wall.

Activity 2: Questionnaire and Follow-up Discussion (p. 124): A short questionnaire gathered basic demographic information, information related to a language proficiency test, and information about learner perceptions of their language abilities. A follow-up discussion clarified the information.

Activity 3: Writing Task and Follow-up Discussion (p. 126): A writing task provided me with information about learners' goals and plans for achieving them, and a sense of their writing abilities.

Registration Information: Registration information provided me with learners' CLB levels for each skill (from the LINC assessment centre testing), their placement (LINC 6 or LINC 7), their language and current employment.

Informal Discussions and Conversations: Informal class discussions and conversations informed me about learners' computer skills, preferred learning strategies, preferences relating to different activities (pair, group, independent, practice tests, presentations), and commitments (outside class) that affect their participation in class.

4. How did I conduct ongoing needs assessment and for what purpose?

I conducted ongoing needs assessment informally through class discussions and one-on-one conversations. This helped me get up-to-date information. Throughout the term, I regularly asked learners how things were going in order to:

- check if there was a change in their goals or circumstances: Sometimes early in the term learners do not articulate their goals; later they have a clearer picture of their learning goals and how best to achieve them. Sometimes a change in circumstances affects a learner's goal. For example, a learner may first want to take the TOEFL, but then need a job so the priority becomes employment; or a learner may suddenly enrol in a post-secondary program and need a language proficiency test sooner than anticipated.
- check for learning preferences: I asked for feedback from learners when I introduced new or unusual activities. I also asked learners about how they learn, strategies they use and why those strategies work for them. This helped me choose strategies to teach. I think it also encouraged learners to share strategies with each other and become more aware of their learning process.
- get updates on steps learners were taking to reach their goals: I asked for updates on what was happening in learners' lives in relation to their goals, such as their credentialing process, language proficiency test dates, post-secondary enrolment plans, programs they were accessing, or upcoming job interviews.

5. How did learners in my program benefit from participating in needs assessment?

I think learners benefited by becoming more aware of the objectives of my class and how it could help them achieve their goals. Through the initial needs assessment activities, learners shared their goals and reasons for being in my class. They became more informed about the CLB competencies and how they related to the elements of the TOEFL. As a result, I think they took the learning process more seriously, perhaps because they thought my class would help them reach their goal, and perhaps because they became more aware of their purpose for being in my class.

I think learners also benefited from learning about each other. I think this helped them feel comfortable in the class, and helped them become more aware of their own learning goals and the steps to achieving them.

6. What sections of the *LINC 5–7 Curriculum Guidelines* helped me with needs assessment and how?

Reading the Learner Goals, Planning, and Level Outcomes sections of the *Guidelines* helped me reflect on the goals of my learners, the objectives of my program and my needs assessment. This helped me decide what information I wanted to gather through needs assessment and why I wanted to gather it.

Learner Goals (*Guidelines*, pp. 17–23): Most learners in my class needed to take post-secondary courses. They also all eventually wanted to work in their profession, so the Learner Goals page on Employment (*Guidelines*, p. 17) was helpful. Generally, learners were aware of the steps they needed to take to work in their profession (e.g. credential evaluation, language proficiency test, licensing exam) and that's what brought them to my class. These steps were often a topic of informal classroom conversations. This page confirmed for me that those classroom discussions are valuable classroom activities and a way of using learners' knowledge and shared interests in the class.

I also found the reference to bridging programs¹ helpful. This reference alerted me to possible programs that could help learners in my class. Reading the Learner Goals section helped me identify what I wanted to find out in the needs assessment: whether learners were aware of the steps they needed to take to reach their goal, where they were in the process, and how my class fit in that process. If needed, it would also help me refer learners to relevant information or programs.

Planning (*Guidelines*, pp. 25–37): Reading this section was a good review of the planning process. It helped me organize my thoughts. It made me reflect on the Canadian Language Benchmarks as the objectives of LINC classes, and on how the CLB are related to my class focus (TOEFL).

Level Outcomes (*Guidelines*, pp. 47–63): This section helped me to connect my class focus to the CLB competencies in a clear way. As a result, I was able to refer to the CLB posters and clearly explain to learners how they would practise CLB competencies while preparing for the TOEFL.

¹ Programs that help internationally trained professionals access their professions in Ontario.

Activity 1: Pair Interview, Presentation and Follow-up Discussion

Pair Interview and Presentation

Find out about your partner, introduce him/her to the class and give a short presentation about your partner.

You can find out about:
name, country, language(s), family, why he/she is in this class, his/her goals

Purpose and Procedure

I wrote the information on the blackboard. I paired learners and told them their task was to find out about their partner and give a short presentation introducing each other to the class.

After the presentations, I (and learners) asked questions so that the information presented could be clarified and elaborated on. Then I told learners about the objectives of my program—to prepare them for a language proficiency exam and to provide practice with the CLB competencies. We discussed how these objectives related to their goals. I referred to my TOEFL Tasks and CLB 7 and 8 wall posters.

For me, this activity served more than one purpose:

- It gave me information about learners' speaking abilities, presentation skills, goals, and reasons for being in my class.
- It helped learners get to know each other and learn about each other's goals. Hopefully, this helped them feel more comfortable in class.
- It gave learners an opportunity to make a presentation and practise introducing someone to a group of people.
- Lastly, this needs assessment activity related to the writing task needs assessment activity (p. 126). Because they discussed their reasons for joining class and their goals here, it prepared them for answering the questions that were part of the writing task.

Activity 2: Questionnaire and Follow-up Discussion

Welcome to the LINC 6/7 class! Please complete the questionnaire below. Only answer the questions you want to answer. The information you provide will help me in lesson planning. Thank you!

Name: _____

1. How long have you been in Canada? _____

2. What is your highest level of education? _____

3. What is your profession? _____

4. Have you ever taken a TOEFL test? What was your score? _____

5. Do you need to take a TOEFL test or any other language proficiency test? _____
If so, which one? (If yes, answer questions 6–10) _____

6. What score do you need on your language proficiency test? _____

7. Why do you need to take this test?

8. When are you planning on taking this test? _____

9. Are you preparing for the test on your own? If so, how?

10. What do you know about the new TOEFL test?

11. Do you ever study English on your own? If so, how?

12. Of the four language skills (speaking, listening, reading, writing), which do you think is your strongest? Why?

Which do you think is your weakest area? Why?

Procedure

I gave this questionnaire to learners to complete individually. I recorded the results on the summary form on the next page. Then I orally shared the summary with the class and we discussed the answers.

Sharing answers was voluntary, but learners seemed eager to find out about each other and willing to share.

Question #11 generated a lot of discussion and sharing about study strategies.

SUMMARY of Activity 2: Questionnaire and Follow-up Discussion

| | | | |
|---------------------------------|--|-----------------------------------|---|
| Date: <u>September 10, 2007</u> | | Number of learners: <u>14</u> | |
| 1. | Length of time in Canada | < 6 months <u>3</u> | < 1 yr ____ > 1 yr <u>11</u> |
| 2. | Education | Secondary <u>0</u> | post-secondary <u>14</u> |
| 3. | Profession <i>4 teachers, 2 dentists, 1 lab technician, nurse, doctor, pharmacist, biology researcher, engineer, sales</i> | | |
| 4. | Learners who have taken TOEFL test before | YES <u>2</u> | NO ____ |
| 5. | Learners who need to take a proficiency test | YES <u>9</u> | NO <u>0</u> Not sure <u>5</u> |
| 6. | Score needed <i>9 learners knew the score they needed</i> | | |
| 7. | Why? | Professional designation <u>4</u> | college entry <u>5</u> University entry ____ |
| 8. | When? | Within... 1 month <u>1</u> | 6 months ____ 1 year ____ When ready <u>8</u> |
| 9. | How learners are preparing for the test on their own: <i>Most answered yes-- books from the library and online</i> | | |
| 10. | What learners already know about the new TOEFL test: <i>Most answered that they knew nothing. One person said everything.</i> | | |
| 11. | The learners who study English on their own and how they study: | Study on own <u>4</u> | Do not <u>10</u> <i>grammar exercises, the Internet, CD-ROMS</i> |
| 12. | Skill learners think is their strongest | Speaking <u>4</u> | listening <u>0</u> reading <u>3</u> writing <u>1</u> |
| | weakest | Speaking <u>2</u> | listening <u>3</u> reading <u>0</u> writing <u>4</u> |

Notes from summary and follow-up discussion:

Learners enjoyed class discussion, talking about learning strategies and comparing test scores needed and future plans. I'll include more class discussions and focus on learning/study strategies throughout the term.

- I was surprised learners assessed their speaking skills as strongest.*
- Learners are proficient in using computers, Internet and CD-ROMS. All learners report they have a computer with Internet access at home. I'll be able to use Internet searches, learning websites and software right away.*
- Re #5,6,7: 5 learners report they're unsure about needing to take a test. In discussion, they said they did need it. I'll need to explore why they think they need the test.*

[illegible]

Guiding Questions (Needs Analysis)

7. How did I summarize the information gathered from the needs assessment activities?
8. What did I conclude from this summary and what implications did these conclusions have for my planning?

Milla's Answers

7. How did I summarize the information I gathered from the needs assessment activities?

Activity 1: Pair Interview, Presentation and Follow-up Discussion

During this activity I listened, asked clarifying questions, and took part in the class discussion about learner goals and my program objectives. I considered the information but did not record much of it because I knew learners would write about their goals and steps to achieving them in the writing task and that would provide me with a record of this information.

Activity 2: Questionnaire and Follow-up Discussion

I recorded the data from all the learner questionnaires onto a single questionnaire (p. 125). I did this immediately (it took about 10 minutes) so I could share the results during the class discussion. During the discussion I asked questions to clarify information. I took notes on the questionnaire summary form.

Activity 3: Writing Sample

I examined the writing samples from the writing task and was able to roughly determine writing abilities. From reading about the goals and plans of learners, I made some generalizations about learners' goals, awareness of the steps to achieving them, and plans for taking these steps. On my Assessment Tracking Form (p.157), I recorded the reasons learners needed a language proficiency test, the score they needed to achieve their goal and other relevant information. This examination of the writing samples did not take long (about a half hour). I kept the sample for reference if needed.

Learner Registration Information: From the LINC assessment testing, I summarized placement test results and languages of learners as follows:

Placement at LINC 6: 10 learners

Curriculum Objectives: Speaking & Listening, CLB 7
Reading & Writing, CLB 6

Placement at LINC 7: 4 learners

Curriculum Objectives: Speaking & Listening, CLB 8
Reading & Writing, CLB 7, 8

Languages:

Chinese: 4 learners
Arabic: 3 learners
other languages: 7 learners (one speaker of each)

8. What did I conclude from this summary and what implications did these conclusions have for my planning?

| My Conclusions | Implications for Planning |
|---|--|
| <p>Goals</p> <p>Almost all the learners were internationally trained professionals (including four teachers, two dentists, a lab technician, nurse, doctor, pharmacist, molecular biology researcher and engineer). All of these learners eventually wanted to work in their profession and were aware of the steps they needed to take to do this. Many were in the process of credential evaluation. Some discovered that not all of their credentials were recognized and that they needed to take post-secondary courses. These learners reported they needed to take TOEFL as a step towards their goal of entering post-secondary institutions or meeting a requirement for a professional licensing exam. They knew the score they needed (two had a test date booked).</p> | <p>I could incorporate topics relating to common learner goals (higher education, employment and related issues) in discussions, presentations, research and writing activities and relate the skills they learned in class to skills they'd need in workplace and university settings.</p> |
| <p>A minority of the learners (five of 14) either did not need the TOEFL or wanted to take the TOEFL but had no firm or clear plans to do so. Two of these learners at first thought they needed to take a test but later discovered they didn't (both were accepted into post-secondary studies). The other three stated they needed the TOEFL for future post-secondary study, but had no firm plans as to when they would pursue this or why.</p> | <p>I needed to incorporate a variety of materials (not just TOEFL texts) into my teaching. I also needed to inform learners about how the skills practised in my class would help them prepare for the TOEFL, gain proficiency in CLB competencies and prepare for post-secondary study.</p> |
| <p>Language Level</p> <p>About two-thirds of the learners were placed at the LINC 6 level, with one-third at the LINC 7 level. Writing samples showed that about half had strong writing skills and half had low writing skills. Most learners perceived that speaking was their strongest skill and writing their weakest, which roughly corresponded to what their LINC assessment centre testing revealed.</p> | <p>I needed to focus on mainly CLB 6 (reading/writing) and 7 (listening/speaking) performance conditions. I needed to work on writing skills, elements of a paragraph, sentence structure and essay writing.</p> |
| <p>All learners were proficient in computer use (all had a computer at home with Internet access). All but one of the learners had good keyboarding skills.</p> | <p>I could plan for computer activities involving Internet and software use, without having to teach computer skills first.</p> |
| <p>They had a variety of first languages. The most common languages were Chinese (four learners) and Arabic (three learners).</p> | <p>No implication for planning this term.</p> |

Long-Range Planning

Guiding Questions

1. What was the purpose of my long-range plan?
2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?
3. What factors informed my long-range plan? How did they inform it?
4. What period of time did I plan for and why?
5. What components did I include in my long-range plan and why did I choose to include them?
6. How did I share my long-range plan with the learners in my class and why?
7. How did I benefit from developing a long-range plan?
8. How did my plan accommodate learners' changing needs or new learners joining the program?

Milla's Answers

Reflection on long-range planning

I used to make long-range plans for one month at a time. I didn't find the content or the format of my long-range plan very helpful. This term, I decided to develop a long-range plan that would better guide my lesson planning for the entire term, rather than just one month. Through developing this plan, I feel that I've put the pieces of my program together in an organized and connected way. Although this didn't change the content of my teaching very much, it has confirmed that my program is both preparing learners for TOEFL and helping them perform the CLB competencies. As a result, I feel more confident in what I am teaching and clearer about how it can benefit learners.

1. What was the purpose of my long-range plan?

My long-range plan had a dual purpose: to display the main elements of my program for an entire term in an organized way, and to connect the elements of my program to each other.

The elements of my program were:

- the TOEFL-like tasks
- the CLB competencies that relate to those tasks
- key functions and strategies learners needed to perform the CLB competencies and TOEFL-like tasks proficiently
- a weekly schedule that included time each week to address the main elements of my program

2. Which sections and tools in the *LINC 5–7 Curriculum Guidelines* helped me with long-range planning and how?

Level Outcomes, LINC 6 and 7 (*Guidelines*, pp. 57–68): To create my long-range plan, I read the Level Outcomes section. I hadn't examined the CLB competencies this carefully before. From these pages I could

see how directly the CLB competencies connect to my class focus (TOEFL preparation). I grouped and listed the most relevant CLB competencies next to the TOEFL tasks they related to. I also looked at the

performance conditions and performance indicators for each CLB competency. I could clearly see where the CLB performance conditions were similar to those of the TOEFL tasks, and where they differed.

Units: Several units in the *Guidelines* helped me with long-range planning: Unit 1 (Note Taking), Unit 2 (Writing Paragraphs and Essays), Unit 4 (Formal Letters and Reports), Unit 12 (Reading Articles, Stories and Reports) and Unit 15 (Presentations). I mostly drew from the lists of skills and language functions on the Unit Development pages.

Learning Links (*Guidelines*, pp. 313–320): I also drew from the lists of skills and language functions on the Learning Link pages, particularly *Note taking*, *Reading Strategies* and *Writing Process*.

3. What factors informed my long-range plan? How did they inform it?

The guiding factor in my long-range plan was the two-fold goal of my program—to prepare learners for a language proficiency test and help them gain proficiency in CLB competencies.

The TOEFL tasks and CLB competencies informed my long-range plan. Learners came to my class expecting TOEFL preparation and my long-range plan had to reflect that. My long-range plan linked the TOEFL tasks with the related CLB competencies and listed common strategies and language functions learners needed for both.

To a lesser extent, the initial needs assessment also informed my long-range plan. It confirmed that the focus of my program was compatible with learner goals. Other information from my needs assessment (such as learners' language abilities, their learning preferences, test specifics) informed my lesson planning but not so much my long-range plan.

4. What period of time did I plan for and why?

I planned for an entire term. The items in my long-range plan were not sequenced. They were the main elements I wanted to cover in my program every week. I spiralled those elements through different contexts and activities and covered them again and again in the class. I planned this way because learners needed to repeatedly practice these skills to become proficient.

5. What components did I include in my long-range plan and why did I choose to include them?

Weekly schedule (p. 133)

I included a weekly schedule as part of my long-range plan. The schedule ensured there was planned time in each day and week to practise the skills learners needed to achieve the objectives of the program—proficient performance of the TOEFL tasks and CLB competencies. I posted this schedule on the wall so everyone could see it.

TOEFL-like tasks

I listed the main tasks on the TOEFL, which guided the organization of my long-range plan.

CLB competencies

CLB competencies were also listed on my plan. I selected and grouped the CLB competencies and listed them beside the TOEFL tasks they related to. This allowed me to clearly see which CLB competencies were being addressed through different TOEFL tasks. I found that through performing TOEFL tasks, learners could also demonstrate many of the CLB competencies. In addition, both are task based and focus on functioning proficiently in English in real-world situations.

Related language elements to teach

I included key language elements (language functions, skills and strategies) learners needed in order to perform the CLB competency and successfully complete the TOEFL tasks. I addressed specific grammar, pronunciation and computer items during the lesson planning stage, which were selected based on learner needs (determined through their performance of tasks).

6. How did I share my long-range plan with learners in my class and why?

I shared some of the elements of my long-range plan through class discussions, and by posting them on the wall. For example, I shared and discussed the format of the TOEFL test (and the main TOEFL tasks), the CLB posters for the class LINC level, and my weekly schedule. I posted them on the wall next to each other (see below). I also shared elements of my long-range plan informally by referring to these posters when I would tell learners about the purpose of an activity we were doing.

I shared my long-range plan with learners to inform them about the learning objectives of the class and how those objectives related to their goals and the CLB. Sharing this provided the class with a common understanding of the program objectives and how the classroom learning activities could help to achieve the objectives of the class.

| TOEFL TASKS (IbT) 4-hour test, score 0–120 | |
|---|---|
| LISTENING | <p>Listen to 4 to 6 lectures (3 to 5-minutes long each) Answer 6 questions for each lecture</p> <p>Listen to 2 to 3 conversations (3-minutes long each) Answer 5 questions for each conversation</p> <ul style="list-style-type: none"> note taking is allowed some lectures have classroom discussion questions test understanding speaker's attitude, degree of certainty, purpose |
| SPEAKING | <p>Express an opinion on a familiar topic (2 tasks)</p> <p>Speak based on what is read and heard (4 tasks)</p> <ul style="list-style-type: none"> You have 30 seconds to prepare a response for each task You have up to 1 minute to respond |
| READING | <p>Read 3 to 5 passages from academic texts Answer 12 to 14 questions for each passage</p> <ul style="list-style-type: none"> Passages are about 700 words each, include compare/contrast, cause & effect Passages include a glossary defining key words and review feature Questions include categorizing information, filling in chart to complete summary |
| WRITING | <p>Write based on what is read and heard (20 minutes)</p> <p>Support an opinion on a topic (30 minutes)</p> |

Source: Adapted from ETS TOEFL appendix, p. 265

| CANADIAN LANGUAGE BENCHMARKS <i>How is my English? Level 8</i> | | 8 |
|---|---|---|
| <p>Speaking 8</p> <ul style="list-style-type: none"> I am comfortable speaking about almost any topic that comes up in normal conversation in social situations or at work. I can manage a conversation, check comprehension, encourage others and handle some conflicts. I am able to address large groups or participate in group discussions. I can speak on familiar topics at both concrete and abstract levels (15 - 20 minutes). I can present information, give instructions, propose and recommend. I can provide descriptions, opinions and explanations. I can synthesise abstract complex ideas and hypothesize. I can ask questions, analyse and compare information in order to make decisions. I have an expanded inventory of concrete, abstract and conceptual language. People rarely have trouble understanding me. I am comfortable talking on the phone. | <p>Reading 8</p> <ul style="list-style-type: none"> I can follow main ideas, key words and important details in a text of 2 - 3 pages on a familiar topic. I can read popular newspapers, magazine articles, popular non-fiction, as well as academic and business materials. I can find relevant points in a text, but sometimes I need clarification of ideas or cultural references. I can locate and organise several specific pieces of information in a table or a directory, or across paragraphs. I am able to follow an extended set of multistep instructions for an established process. I read in English to get information, to improve my English and develop my reading skills. I use a bilingual dictionary for vocabulary building. I can read about abstract, conceptual or technical topics. I can infer the writer's intention in messages containing general opinions and assessments. | |
| <p>Listening 8</p> <ul style="list-style-type: none"> When someone is speaking, I can understand the main points, details, purpose, and attitude. I can recognise different levels of formality. I can understand some technical conversations, especially about my line of work. I can understand abstract and complex ideas on a familiar topic. I recognise other people's moods, attitudes and feelings. I can understand many local idioms and expressions and can follow detailed tones of general interest. I can follow detailed and extended conversations if they are clear and coherent. I can usually understand phone messages, even on unfamiliar, non-routine subjects. | <p>Writing 8</p> <ul style="list-style-type: none"> I can write routine business letters and personal and formal social messages. I can link sentences and 3 - 4 paragraphs to form coherent texts to express ideas on familiar abstract topics with some support for main ideas and an appropriate sense of audience. I can write down a set of simple instructions based on clear oral communication or simple procedural text of greater length. I can fill out complex forms. I can extract key information and relevant detail from a page-long text or 10 - 15 minute oral presentation, and write an outline or a one-paragraph summary. I relate information to the main points with no major omissions. I demonstrate good control over common sentence patterns, grammar, and spelling. I have occasional difficulty with complex structures and style. I can write an effective resume and cover letter. I can write an incident report or memo. | |

Source: adapted image of a CLB 8 poster: available for purchase through the CLB website: www.language.ca

Weekly Schedule

| | Mon | Tues | Wed | Thu | Fri |
|-----------------|-------------------------------|----------------------|-----------------------------|---|---------------------------|
| 9:00-10:30 | Listening & Speaking | Listening & Speaking | Listening & Speaking | Listening & Speaking | Listening & Speaking |
| MORNING BREAK | | | | | |
| 10:40-12:00 | Newspaper Vocabulary building | Grammar | Academic Reading Vocabulary | Error Correction of Essay from West Newspaper | Newspaper Vocabulary quiz |
| LUNCH | | | | | |
| 12:30-1:30 | Computer Lab Software | Computer Lab | Computer Lab Essay Writing | Computer Lab | Computer Lab |
| AFTERNOON BREAK | | | | | |
| 1:40-2:30 | Writing | Academic Reading | Essay Analysis & Review | Writing | Weekly Review |

7. How did I benefit from developing a long-range plan?

Developing this long-range plan helped me to clearly relate the TOEFL tasks to the CLB competencies and break them down into functions and strategies learners needed to perform them. It helped me see the TOEFL tasks and their requirements within the broader framework of the CLB competencies. This helped me to broaden my teaching to include the needs of learners who may not take a language proficiency test.

Now I feel clearer about the purpose of each classroom activity and how it contributes towards reaching the objectives of the program (laid out in my long-range plan). This helped me teach more purposefully and also helped me to inform learners about the purpose of the learning activities. I feel more organized and informed about my own program and how it can help learners achieve the CLB competencies. I have more confidence and in my teaching.

8. How did my plan accommodate learners' changing needs or new learners joining the program?

I think my plan accommodates new learners joining the program because it is not sequenced. I aim to address many elements in my plan every week (using different topics and contexts), so no matter when a learner joins the class, that learner would be exposed to many of the elements of the program.

For me, learners' changing needs (such as grammar or pronunciation needs or topics of interest) are addressed in lesson planning, not in long-range planning. For example, if during the term I notice learners need review in particular grammar items, I include those items in my lessons. Or, if there is a news item or topic of interest to learners, I use that topic to contextualize reading and writing assignments.

Milla's Long-Range Plan

My long-range plan consists of a weekly schedule (below) and the four pages that follow, one page for each skill. The items in my long-range plan are not sequenced. Rather, in my daily classroom activities I address many of the items on the plan. They are spiralled through various contexts to provide learners with repeated practice.

The items in my plan are the TOEFL tasks, the CLB competencies related to these tasks and related language functions and strategies that I should focus on in my classroom activities, and the weekly schedule. This guides my lesson planning. To create this plan, I drew from the elements of the TOEFL, TOEFL skill development resources, the Level Outcomes (CLB competencies), and the unit development pages in relevant units in the LINC 5–7 Curriculum Guidelines.

Items such as topics, pronunciation, grammar and specific vocabulary are addressed in lesson planning. They are determined by the requirements of the task, learner needs and interests.

Weekly Schedule

| | MON | TUE | WED | THU | FRI |
|-------------|--|----------------------|--------------------------------------|--|---|
| 9:00–10:30 | Listening & Speaking | Listening & Speaking | Listening & Speaking | Listening & Speaking | Listening & Speaking TV Newscast |
| 10:30–10:40 | MORNING BREAK | | | | |
| 10:40–12:00 | Reading: Newspaper & Academic Vocabulary | Grammar | Newspaper Vocabulary | Error Correction of Essay from Wed. Academic Reading | Newspaper Vocabulary quiz |
| 12:00–12:30 | LUNCH | | | | |
| 12:30–1:30 | Computer Lab Software | Computer Lab | Computer Lab Essay Writing | Computer Lab | Computer Lab Reading/Listening Assessment |
| 1:30–1:40 | AFTERNOON BREAK | | | | |
| 1:40–2:30 | Writing | Academic Reading | Essay Analysis | Writing | Weekly Review |

Long-Range Plan (page 1 of 4): LISTENING (CLB 7, 8)

| LISTENING TOEFL TASKS (2 types) | TARGETED CLBs | Related Functions and Strategies |
|---|--|--|
| ❶ Listen to a lecture (3–5 minutes) and answer questions. | <p>🔗 CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events are reported out of sequence.</p> <p>🔗 CLB 8-IV: Identify main idea, organization and specific details in extended oral presentations.</p> <p>🔗 CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, cause and effect in the discourse.</p> <p>✍ CLB 7-II: Take notes in point form from an oral presentation.</p> | <ul style="list-style-type: none"> • Identify speaker's purpose • Identify main ideas and supporting details • Identify inferred meanings • Identify sequence markers for main idea, topic shift, comparison, conclusion • Draw conclusions; Form generalizations • Note taking strategies <p><u>LINC Guidelines</u> Unit 1: Note Taking and Study Skills Learning Link: Note Taking, p. 317</p> |
| ❷ Listen to a conversation (3 minutes) and answer questions. | <p>🔗 CLB 7/8-I: Identify stated and unspecified details, facts & opinions about mood, attitude, situation and formality in discourse containing expression of and response to: CLB 7: gratitude, appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval, disapproval. CLB 8: formal welcomes, farewells, toasts, congratulations on achievements, awards, sympathy, condolences.</p> <p>🔗 CLB 7-III: Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.</p> <p>🔗 CLB 8-III: Identify stated and unspecified meanings in extended warnings, threats, suggestions, recommendations.</p> <p>🔗 CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.</p> | <ul style="list-style-type: none"> • Identify functional value of utterances • Identify speakers' purpose and attitudes • Identify situation and relationship between participants • Identify emotional tone and register • Identify opinions • Make inferences |
| Other (Non-TOEFL) Listening Texts: <ul style="list-style-type: none"> • Newscasts (CBC), class discussions, listening texts from computer | | |

Long-Range Plan con't.: SPEAKING (CLB 7,8)

| TOEFL SPEAKING TASKS (6 types) | TARGETED CLBs | Related Functions and Strategies |
|---|--|--|
| <p>❶ Express and defend a personal choice from a category (e.g., important person, place, event, activity)</p> <p>❷ Express and defend a personal choice between two contrasting behaviours or courses of action</p> | <p>🗣️ CLB 7/8-IV: Tell a story.</p> <p>🗣️ CLB 7-IV: Describe compare and contrast in detail two events, jobs or procedures.</p> <p>🗣️ CLB 7/8-IV: Describe a moderately complex structure, system or process.</p> <p>🗣️ CLB 7/8-IV: Participate in a small group discussion/ meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.</p> <p>🗣️ CLB 7/8-I: Confirm own comprehension. Hold the floor. Resume after interruption. Change topic.</p> | <ul style="list-style-type: none"> Express a position or opinion Support position with examples, evidence Participating in discussions Using sequence markers to signal parts of the presentation Concluding; Summing up Using body language, pauses, intonation effectively <p><i>LINC Guidelines: Units: Unit 15 (Presentations), Unit 5 (Social Interaction); Learning Links: Discussions and Debates, p. 314, Presentations (p. 318), Non-Verbal Communication (p.316)</i></p> |
| <p>❸ Summarize a speaker's opinion in the context of a reading.</p> <p>❹ Read about a concept or process, listen to lecture segment with examples to illustrate it, then synthesize the information from both to express the important information.</p> | <p>🗣️ CLB 8-IV: Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.</p> <p>🗣️ CLB 8-IV: Identify main idea, organization and specific details in extended oral presentations.</p> <p>🗣️ CLB 7-III: Give a summary report of the main points of a presentation by someone else.</p> <p>Also practises reading CLB competencies</p> | <ul style="list-style-type: none"> Elements of a summary Note taking techniques Paraphrasing Identifying main ideas Identifying opinions |
| <p>❺ Listen to a conversation about a problem & possible solutions. Express an opinion on solving the problem.</p> <p>❻ Listen to a lecture segment explaining a term using examples. Summarize lecture and how examples relate to topic.</p> | <p>🗣️ CLB 8-I: Respond to a minor conflict or complaint.</p> <p>🗣️ CLB 8-I: Comfort or reassure a person in distress.</p> <p>🗣️ CLB 8-IV: Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations.</p> <p>🗣️ CLB 8-III: Evaluate the validity of suggestion or proposed solution.</p> <p>🗣️ CLB 7-III: indicate problems and solutions in a familiar area.</p> <p>🗣️ CLB 7-IV: Express doubts and concerns, oppose or support a stand or a proposed solution.</p> <p>🗣️ CLB 7-II: Take notes in point form from an oral presentation.</p> <p>🗣️ CLB 7-III: Give a summary report of the main points of a presentation by someone else.</p> | <ul style="list-style-type: none"> Identifying problem Stating an opinion, providing reasons to support opinion Identifying main idea and example(s) that illustrate it. Note taking strategies <p><i>LINC Guidelines Unit 1: Note Taking Learning Link: Note Taking, p. 317</i></p> |

Long-Range Plan con't.: READING (CLB 6,7,8)

| TOEFL READING TASKS (3 reading types) | TARGETED CLB COMPETENCIES | Related Functions and Strategies |
|--|---|---|
| <p>Read Academic passages (up to 2 pages long each). Answer questions.</p> <p>Readings will either:</p> <ul style="list-style-type: none"> ❶ Explain a topic ❷ Present a point of view with supporting evidence ❸ Narrate an account of an event or person | <p>📖 CLB 7/8-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations.</p> <p>📖 CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, request, specifications.</p> <p>📖 CLB 7-III: Identify factual details and inferred meanings in written moderately complex texts containing assessment, evaluation, advice.</p> <p>📖 CLB 8-III: Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour.</p> <p>📖 CLB 7-IV: Demonstrate comprehension of a 1 or 2-page moderately complex extended description, report or narration on a familiar topic.</p> <p>📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.</p> | <ul style="list-style-type: none"> • Scan for information in a text • Identify speaker's purpose and intent • Identify main ideas and supporting details • Paraphrase a sentence in the text • Summarize • Draw conclusions; Form generalizations • Make inferences about what is implied • Identify organization of text/Identify relationship • Identify ideas in text and relation to each other (cause/effect, compare contrast, steps in process) • Identifying transitional phrases • Reading strategies <p><i>LINC Guidelines:</i> Unit 12: Reading Articles, Stories & Reports Learning Link: Reading Strategies, p. 319</p> |
| <p>Other Reading Texts</p> <ul style="list-style-type: none"> • Newspaper, magazines (<i>Toronto Star</i>, 24 hours) • Flyers/releases of community events or news (recycling, new programs/services) • Computer: software and websites (ELLIS, TOEFL, ESL websites, information websites) • ESL books (<i>Northstar</i>, <i>Academic Encounters</i>) | | |

Long-Range Plan con't.: Writing (CLB 6,7,8)

| TOEFL WRITING TASKS (2 types) | TARGETED CLB COMPETENCIES | Related Skills |
|--|--|--|
| <p>❶ Write to summarize the main points of a speaker, and how they relate to a reading about the same topic.</p> <p><i>Test taker first reads about a topic, then listens to a speaker express a different perspective on the topic.</i></p> | <p>✍ CLB 6-II: Take notes from an oral presentation or a page of written information.</p> <p>✍ CLB 7-II: Take notes in point form from an oral presentation.</p> <p>✍ CLB 7/8-II: Write an outline or a summary of a longer text.</p> <p>✍ CLB 7-IV: Write 2 or 3 paragraphs to (...) provide a detailed description, comparison.</p> <p>Also practices listening CLB competencies</p> | <ul style="list-style-type: none"> Summarizing techniques Note taking techniques Paraphrasing Use of logical connectors to signal contrast, comparison, <p><u>LINC Guidelines:</u> Unit 2: Writing Paragraphs and Essays Learning Link: Writing Process, p. 320, Note Taking p. 99</p> |
| <p>❷ Write an essay to explain and support your opinion on a topic.</p> <p><i>Dozens of TOEFL sample writing topics:</i> www.ets.org/Media/Tests/TOEFL/pdf/989563wt.pdf <i>Internet search term: "sample TOEFL essays" for essay samples</i></p> | <p>✍ CLB 6-IV: Write 1 or 2 paragraphs to (...) provide a detailed description and comparison (...) or to describe a simple process.</p> <p>✍ CLB 7-IV: Write 2 or 3 paragraphs to (...) provide a detailed description, comparison.</p> <p>✍ CLB 8-IV: Write 3 or 4 paragraphs to (...) express or analyze opinions on a familiar abstract topic.</p> | <ul style="list-style-type: none"> Types of sentences, structure Pre-writing techniques Elements of a 4-paragraph essay (thesis statement, supporting paragraphs, concluding paragraph) Elements of a paragraph (topic sentences, supporting details, unity) Expressing the main idea Providing supporting details (using examples, facts, reasons) Using parallel structures Use of transitional phrases to signal reasons, examples, details Grammar and vocabulary as needed Spelling and punctuation as needed <p><u>LINC Guidelines:</u> Unit 2: Writing Paragraphs and Essays Learning Link: Writing Process, p. 320</p> |

Lesson Planning

Guiding Questions

1. How did my long-range plan guide my lesson planning?
2. What was the process I went through to plan my lessons?
3. How did I ensure my lessons addressed the needs of learners at different CLB levels?
4. How did I include performance assessment in my lesson planning?
5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

Milla's Answers

1. How did my long-range plan guide my lesson planning?

My long-range plan guided my lesson planning by laying out the objectives of my program for the entire term. It also provided a schedule to divide the day into time periods to address the components of my program. It helped me feel organized and purposeful when lesson planning.

2. What was the process I went through to plan my lessons?

I divided each day into a series of two to four separate teaching segments, with different objectives for each of them. The teaching segments were guided by my long-range plan and weekly schedule.

For example, each morning I addressed listening. I would decide on the objective by selecting from the TOEFL tasks and CLB competencies listed on the listening page of my long-range plan. Then I would choose a suitable listening text (from a TOEFL resource or another listening text such as TV news) and develop learning tasks based on the text. I would use the CLB competencies and language functions and strategies listed on my long-range plan as a guide in developing the learning tasks and deciding on items to teach.

For example, in my lesson description on pp. 140-143 I chose a listening activity (an audio text with multiple-choice comprehension questions) from a TOEFL resource—a conversation between a student and receptionist to set up an appointment. Then I read the related CLB competencies and they provided me with ideas for additional language items in the text to focus on, such as expressing hesitation, gratitude, appreciation, hope and approval, and identifying attitude and formality in expressions (CLB 7 Social Interaction). So I included (in addition to the comprehension questions from the TOEFL resource) an activity that would give me an opportunity to address that CLB competency.

See page 140 of this document for more details about my lesson planning.

3. How did I ensure my lessons addressed the needs of learners at different benchmark levels?

The tasks in my lessons could be performed by all the learners, but at different levels of proficiency. I assigned learners the same tasks, but my performance expectations were different and the way I administered the task differed sometimes for lower-level learners. For example, lower benchmark learners would take more time to complete a task, or would complete only part of the task. Sometimes they needed more instruction and practice on specific elements of the task than higher benchmark learners. For some, the instruction was new learning; for other learners it was a review. This didn't seem to be a problem. I also sometimes used the work of higher-benchmark learners as models for other learners to learn from.

4. How did I include performance assessment in my lesson planning?

I included performance assessment as a regular classroom activity. Learners in my class were focused on passing a language proficiency test, so they often wanted to know what they needed to work on. I conducted informal performance assessment of some learners at least once a week. I also incorporated weekly (every Friday) computer-based and scored assessments of listening and reading.

5. How did I use the *LINC 5–7 Curriculum Guidelines* in my lesson planning?

I drew from the units and Learning Links relevant to the focus of my program. These were:

Unit 1: Note Taking and Study Skills

Unit 2: Writing Paragraphs and Essays

Unit 5: Social Interaction

Unit 15: Presentations

Learning Links: Note Taking, Reading Strategies, Writing Process, Presentations

(for the enclosed lesson, I drew from Unit 1: Task 2 on p. 76, Task 3 & 4 on p. 78, Unit 15: Task 4 on p. 225)

I found the unit development pages of these units and the Learning Links useful because they presented lists of related skills and language functions. I drew on these lists when deciding on elements of tasks I could teach and focus on. I also used the task pages of those units to give me ideas for developing language tasks and activities. I find that TOEFL resources are great for practice tests and TOEFL tasks, but I needed more materials to guide me in teaching the smaller elements of tasks that learners needed to know to complete the tasks adequately. I found the *Guidelines* helpful for ideas for teaching those elements.

I also used the Level Outcomes section of the *Guidelines*. Not all the CLB competencies are listed on my long-range plan, so I found it helpful to look at the At-a-Glance charts for LINC 6 and 7 to remind me of the range of CLB competencies and to make sure they were being addressed through my lessons. For example, some of the CLB competencies within the competency areas Instructions and Social Interaction are not directly related to TOEFL tasks, but they are addressed as part of our classroom learning activities.

The following pages include a description of one of my lessons, and an outline of the lesson that follows it. Also included are the handouts and transcripts of the listening texts.

About My Lesson Planning

In my lessons, I aim to gradually build the language skills needed to pass a language proficiency test and gain proficiency in related CLB competencies. I do this through offering repeated practice and instruction of the same skills in different contexts throughout the term. I structure my day so learners perform tasks that build different skills at different scheduled times of the day.

Day-to-day, my lessons are connected to each other by the similar skills addressed in them, not by a similar topic that is carried over from one day to the next. For example, I spend every morning on listening tasks. These listening lessons are connected to each other by the focus on the similar listening skills that are addressed (e.g., listening for main idea, identifying expressions, attitude, relationship and formality). In this way, I would describe my program as skill-based, rather than theme-based.

The key skills I focus on are listed on my long-range plan. I also keep track (see image on the right) of the topics I use and the resource page numbers to make sure I use a variety of topics and I don’t repeat the same activity twice.

Next Lessons

During lessons, I notice which elements of tasks learners gain mastery in and which elements they need more instruction and practice in. In future lessons, I reinforce skills (such as identifying the main idea, paraphrasing, inferring meaning of expressions from context) with different kinds of materials, and provide instruction and focused practice on the elements of the tasks learners need more practice in.

Resources/Activities Tracking Form

| Reading/listening resources | | | |
|---|--|--|--|
| <ul style="list-style-type: none">• Delta, p 134, 293• Toronto Star: Environment job• Northerstar, p. 80 | | | |
| Writing Topics | | | |
| <ul style="list-style-type: none">• Why is education important• What are some of the reasons people attend college or universities• Distance courses versus traditional classroom• Changing roles of men and women | | | |

9:00–10:30

Listening



From *Delta's Key to the Next Generation TOEFL Test*. See p. 144 for transcript and questions.

TOEFL Practice: Listen to a Conversation. Answer questions.

CLB Outcome:

🔊 CLB 7-I: Identify stated and unspecified details, facts, opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.

Teaching Procedures and Tasks

- **Pre-listening:** introduce situation in listening material and types of comprehension questions (inferring, purpose, intent of utterance, details).
- Learners (Ls) listen to a conversation in a university office to set up an appointment, then answer questions.
- Discuss answers (Ls identify questions that involve listening for details, making inferences, determining purpose of conversation).
- **Language: expressions, language functions, pronunciation:** Ask Ls how they would (in similar situation to listening segment): greet and state purpose, respond to proposed appointment time, react if they have nothing to say, show they're listening, close conversation positively, express hope, approval.
- Write brainstormed answers to each on board.
- **Focused listening:** Ls listen to segment again, this time listening for and recording how person greeted and stated purpose, responded to proposed time, filled space, expressed and responded to appreciation. Discuss intent of speaker.
- Take up answers, write expressions on board, assist with pronunciation where needed.

I record selected expressions for vocabulary review tomorrow and for Friday quiz.

TOEFL practice: Listen to a Lecture. Answer questions. Sum up Lecture (orally).

CLB Outcomes:

- 🔊 CLB 8-IV: Identify main idea, organization, specific details in (...) oral presentations.
- ✍️ CLB 7-II: Take notes in point form from an oral presentation.
- 🗣️ CLB 7-IV: Give a summary of the main points of a presentation by someone else.




Teaching Procedures and Tasks

Note taking (outline format)

- Review note-taking strategies (abbreviating, using symbols), and a note-taking method (organizing notes in an outline with a main concept and indented key points that explain the concept).
- **Pre-listening:** discuss content of listening segment and task (listen, take notes on the concept of "opportunity cost", then organize notes into concept and supporting details).
- **Listening and Notetaking:** Ls listen to a conversation that includes a student illustrating the concept "opportunity cost" with an example to show its meaning. Ls take notes, then organize notes into main points and supporting details (notes will be used in task on next page).
- **Comprehension:** Ls answer comprehension questions about main idea and supporting details. Discuss answers as a class.
- Follow-up with discussion of advantages and disadvantages of owning a business.



From *Delta's Key to the Next Generation TOEFL Test*. See p. 146 for transcript and questions.

| | |
|--|--|
| Listen/Speak | <p>Orally Summarize Listening Segment, from Notes</p> <ul style="list-style-type: none"> • Review elements of a summary (include the main topic (purpose), key points that Ls draw from their notes, use of transitions). • In pairs, Ls compare their notes, noticing similarities and differences in information noted and agree on key information. • Ls give oral summaries of the listening segment (referring to their notes) to each other. • Take up selected oral summaries as a class. <p><i>I collect and copy selected notes, white out names and use samples for next class on note taking.</i></p> |
| Speaking | <p>TOEFL Practice: Express and defend a personal choice.</p> <p>CLB Outcome:  CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings: qualify opinion, express reservations, approval and disapproval.</p> <p>Teaching Procedures and Tasks</p> <ul style="list-style-type: none"> • Review/introduce elements of the task (express and defend a personal choice). • Share criteria of success (choice is introduced, preference is stated, reasons are stated to support preference, signal words used to introduce reasons (the first reason is...), speech is clear and understandable at a normal rate. Uses appropriate non-verbal behaviour. • In small groups, Ls each express and give reasons to support their preference: working for an employer or having their own business. • Other Ls listen and identify elements above. |
| 10:30–10:40 | <p>MORNING BREAK</p> |
| <p>10:40–12:00</p> <p>Academic Reading</p> | <p>Reading: Read a passage (newspaper article). Answer Questions.</p> <p>CLB Outcomes:  CLB 8-IV: Demonstrate comprehension of factual details and inferred meaning in an extended description, report or narration when events are reported out of sequence. Draw conclusion.  CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings: qualify opinion, express reservations, approval and disapproval. (See 3rd item in teaching procedures below.)</p> <p>Teaching Procedures and Tasks</p> <ul style="list-style-type: none"> • Review reading strategies (noting main idea, causes/effects, highlighting, inferring word meanings). • Ls read 1-page text “Help! Beetlemania Rages in Yukon Forests” and answer comprehension questions (understanding vocabulary in context, locating reference, paraphrasing, summarizing) on their own (30 minutes). Ls who finish early look up unfamiliar vocabulary (from reading) in dictionary to confirm their predictions and write definitions for class. • As a class, discuss answer choices. Ls explain their choices and locate information in text to support their choice (provide instruction or review where needed). • Discuss new vocabulary. Focus on inferring meaning from context, confirming with dictionary. <p><i>I write down selected vocabulary for review tomorrow and Friday quiz.</i></p> |

Adapted from *Toronto Star* online article. See pp. 147, 148 for article and questions.

| | |
|---|---|
| 12:00–12:30 | LUNCH |
| 12:30–1:30 Computer Lab Essay | <p>TOEFL Practice: Write an Essay: Choose between two options. Support choice.</p> <p>CLB Outcome: ✍ CLB 8-IV: Write 3 or 4 paragraphs to narrate a historical event, express or analyze opinions on a familiar abstract topic or provide a detailed description and explanation of a phenomenon or process.</p> <p>Teaching Procedures and Tasks</p> <ul style="list-style-type: none"> Review or introduce 4-paragraph essay format relating to the assigned topic (would you rather own a business or work for someone else? State reasons for your preference). <ul style="list-style-type: none"> ➤ 1st paragraph: 3 sentences: 1) express general idea, 2) rephrase question/topic, 3) thesis statement. ➤ 2nd paragraph: topic sentence and supporting details for either <u>advantages of both options</u>, or <u>advantages and disadvantages of one option</u> ➤ 3rd paragraph: topic sentence & supporting details for either <u>disadvantages of both options</u>, or <u>advantages and disadvantages for 2nd option</u>. ➤ 4th paragraph: concluding paragraph. Ls write a 4-paragraph essay (on computer) on their preference: to own a business or work for someone else. I provide instruction where needed (computer formatting, Internet research on elements of 4-paragraph essay ...). <p><i>I collect essays and remove names to prepare for error correction activity for tomorrow.</i></p> |
| 1:30–1:45 | Return to class AFTERNOON BREAK |
| 1:45–2:30 | <p>Essay Analysis:</p> <ul style="list-style-type: none"> Ls receive 2 model essays on same topic (model essays are from TOEFL books, websites, or written by learners from previous terms). Ls read and identify elements of the essay (thesis, supporting details, organization). Class discusses elements of the essay. Answer questions Ls have about essays, or other elements of the day's lesson. Review vocabulary from the day (learners use vocabulary in conversation). <p><i>Tomorrow Ls will receive their own essays with editing symbols. They read the symbols and correct their own essays.</i></p> |

Two learner essays p.149

Thursday: Lesson Outline

- Listening/Speaking: Lecture "Unconventional Marriages," discuss, answer questions.
 - Error Correction: Learners receive essays written yesterday (with names removed) and a handout of common errors (drawn from learner errors on essays).
 - Ls use common errors handout to correct the errors on essay with partner, then compare with the class.
 - Ls individually correct own errors from yesterday essay. Discuss difficult grammar points.
 - Reading: Academic reading. Answer questions.
- LUNCH**
- Revise essays in computer lab.
 - Write a summary (from morning reading).

Listening 1: Listen to a conversation in a university office.

This is the transcript of the listening text. Learners listen to the audio CD, then answer the five comprehension questions from the book (below). **Source:** Delta's *Key to the Next Generation TOEFL Test*, Delta Publishing Company, 2005, Nancy Gallagher, AUDIO: CD 7, track 2. QUESTIONS, p. 461. Printed with permission from the publisher.

- M:** Good afternoon. May I help you?
- W:** Yes I hope so. My name is Jennifer Taylor, and I'm in the communications program. Our class is doing a radio program and we'll have interviews with a lot of people from all parts of campus life. We'd like to interview the new Dean of Students, if he's willing.
- M:** Hmm. That sounds interesting.
- W:** I hope Dean Evans will agree to meet with us, and let us tape the conversation for the radio. It would be a way for the whole community to get to know him, get to know his ideas and everything ... like the kind of vision he has for the university.
- M:** How much time do you need?
- W:** Oh, probably about an hour, no more than that.
- M:** Hmm. I'm sure the dean would like to participate, but ... uh ... you know, his schedule is pretty tight.
- W:** Oh, I was afraid of that. Um ...
- M:** He's tied up all this week. Everybody wants to, you know, get acquainted. But we can probably work something in. When would you like to do the interview?
- W:** The radio station can air the show on either the 16th or the 23rd, so we'd have to work around that.
- M:** Let me look at the dean's schedule ... Let's see ... it looks like he's got a lot of meetings this week, and, well, most of next week, too. What about the week after that? He doesn't have anything scheduled on Tuesday or Wednesday afternoon? Would either of those days work for you?
- W:** Um, yeah. I think so. How about Tuesday afternoon.
- M:** On Tuesday, he's free from two o'clock till four-thirty.
- W:** Well, let's see. I'll be in class until two-thirty, so how about three?
- M:** All right. Three o'clock. Tuesday, April 15.
- W:** O.K. that will be great. Thank you so much. This will be a great way for everyone to learn about our new dean. We really appreciate the opportunity to do this.
- M:** You're really quite welcome. It's our pleasure. In fact, I've put it on the dean's calendar, and we will see you on the 15th.
- W:** The 15th. Thank you very much.

- What is the purpose of the conversation?**
 - The man is interviewing the woman for a job in the office
 - The woman wants to enroll in the communications program
 - The man wants to discuss a change in the course schedule
 - The woman is requesting an interview with the dean
- Why does the man say: *I'm sure the dean would like to participate, but...uh...you know, his schedule is pretty tight.***
 - To express regret that the dean is not available
 - To state that the dean cannot change his schedule
 - To let the woman know the dean is very busy
 - To apologize for the dean's confusing behavior
- Why does the woman want to meet with the dean?**
 - To learn about his ideas and vision
 - To ask for a letter of recommendation
 - To request a change in the school calendar
 - To tell him that she enjoyed his lecture
- What can be inferred about the dean?**
 - He is in his office two days a week
 - He has been dean for only a short time
 - He generally does not give interviews
 - He is an excellent public speaker
- When will the meeting with the dean take place?**
 - The next day
 - The next week
 - In two weeks
 - In three weeks

Listening 1 con't.:

The image below illustrates a language activity (conducted orally) that was based on the listening text on the previous page.

Procedure

- Ask learners how they would (in similar situation to listening segment): greet and state purpose, respond to proposed appointment time, react if they have nothing to say, show they're listening, close conversation positively, express hope, approval.
- Focused listening: learners listen to segment for the second time, listening for how (and recording) person greeted and stated purpose, responded to proposed time, filled space, expressed and responded to appreciation. Discuss intent of speaker.
- Take up answers, write expression on board, assist with pronunciation where needed (see below for answers on board).

Expressions To...

| | |
|--|--|
| <u>Greet and state purpose</u> Good afternoon. My name is ... I'm in the communications ... We'd like to ... | <u>Respond to proposed appointment</u> How about Tuesday afternoon. I'll be in class till 2:30, so how about 3? |
| <u>Give yourself time to think</u> Hmm. that sounds interesting But, uh ... Hmmmmm ... Well, let's see. | <u>Express disappointment</u> Oh, I was afraid of that. |
| <u>Express hope and ask in an undemanding way</u> I hope so We'd like to ... if he's willing. I hope ... will agree to meet with us, and let us ... | <u>Close positively</u> Okay, that will be great. Thank you so much. This will be a great way for ... We really appreciate ... |
| | <u>Say no indirectly</u> Schedule is tight Tied up all this week |

Listening 2

This is the transcript of the listening text. Learners listen to the audio CD, then answer the five comprehension questions from the book (below). **Source:** *Delta's Key to the Next Generation TOEFL Test*, Delta Publishing Company, 2005, Nancy Gallagher, AUDIO: CD 7, track 3. QUESTIONS, p. 461. Printed with permission from the publisher.

M: OK ... so what do we do next?

W: Why don't we go over the chapter on analysis of costs? That'll be on the test.

M: OK.

W: Let's start with "opportunity cost." That part's still confusing to me. I understand fixed cost and variable cost, and marginal cost—the cost of producing one more unit of something. I'm sure there'll be a question about that on the test. But I don't get "opportunity cost."

M: Opportunity cost—that's when you have to consider the things you give up when you make a certain decision. You have an opportunity cost when you're forced to choose between different alternatives.

W: OK. That sort of makes sense.

M: Say you want to have your own business, so you, so you open a restaurant. You put in 60 hours a week, but you don't pay yourself wages. At the end of the first year, your restaurant shows a profit of ... um ... say, 30 thousand. Looks pretty good for a small business. But is it really that good? An economist would say no, because you have to count your own labor as a cost, even if you don't get paid. You have to consider that you had alternative opportunities for work, and you have to count that lost opportunity as a cost. You could have taken a job at, say, an accounting firm and earned 50 thousand a year. This is the opportunity cost—the earnings you gave up—because you decided to open your own business instead.

W: OK. So what that means is ...um ... if I lost 50 thousand dollars by not taking an accounting job, then ... my restaurants' profit of 30 thousand dollars isn't that great after all—at least in an economic sense. Maybe I had more enjoyment, though—I mean the enjoyment of being my own boss.

M: Right. But your enjoyment comes with a cost. An economist would say the real profit of your restaurant isn't 30 thousand dollars. You'd have to subtract the 50 thousand opportunity cost of your own labor. When you subtract 50 thousand from 30 thousand, you find you have a net loss of 20 thousand dollars!

W: Wow! That means the enjoyment of having my own business cost me 20 thousand dollars!

M: Yeah. Something like that.

W: This is really different from what we learned about costs in my accounting class. I think an accountant would say my 30 thousand dollar profit made me a viable business. But an economist—if I understand it correctly—an economist would say my business is a loser!

M: Right. An economist's definition of costs is broader than an accountant's. Opportunity cost is actually a very broad concept. It takes into account the cost of the choices we make. When we choose on thing, we have to give up something else.

W: That's right. We chose to go to college, so that means we had to give up full-time employment, for the time being.

M: Right! So, how do you measure the true cost of college education?

W: Well, it's more than what we pay for tuition and books! We have to subtract the income we lose by not working full-time.

M: Yeah, and that's why college is really more expensive than it seems.

6. What are the students mainly discussing?

- a) Various costs that businesses face
- b) The concept of opportunity cost
- c) The rising costs of owning a business
- d) Differences between economics and accounting

7. How does the man help the woman understand a concept that she finds difficult?

- a) He illustrates the concept with an example
- b) He makes a list of terms for her to study
- c) He asks her to explain a similar concept
- d) He reads a passage from their textbook

8. Listen again to part of the conversation. Why does the man ask "but is it really that good?"

- a) To find out how much money the woman made
- b) To evaluate the food at a restaurant
- c) To suggest that the profit is less than it seems
- d) To express his concerns about owning a business

9. According to the man, how does an economists' view of costs differ from that of an accountant?

- a) An economist's definition of costs never changes
- b) An economist uses a computer to calculate costs
- c) An economist tries to lessen the effect of costs
- d) An economist looks at a broader range of costs

10. What can be inferred about the true cost of a college education?

- a) It includes the cost of lost income
- b) It is more than the woman can afford
- c) It is not as expensive as it appears
- d) It continues to increase each year

Reading Passage

Source: Adapted from an article originally appearing in *The Toronto Star*, December 1, 2007. Reprinted courtesy of the Atkinson Foundation.

❶ KLUANE NATIONAL PARK, YUKON.

In the long history of the Arctic, climatic variability has produced both winners and losers. And so it may be in the next century as greenhouse gas emissions put an extra layer of insulation into a rapidly warming atmosphere. But here in the southwest corner of the Yukon and Alaska, it's difficult to see any upside to the changes taking place to the landscape. Seventeen years ago when the spruce beetle began to seriously bore into the trees of the southwest corner of the Yukon and Alaska, for example, no one thought much of it. The six-legged, quarter-inch-long bug has been feeding on small patches of trees in this part of the world for thousands of years. Traditionally, several weeks of intense, cold winter keeps the bugs in check. But every once in a while, the beetles get the upper hand and the spruce forests suffer.

❷ No one, however, has seen the kind of devastation now taking place. At least 40 million trees are dead or dying in the Yukon. Tens of million more in Alaska are kindling. The voracious feeding cycle that used to play itself out after three or four years has now gone on for 17. Winters are no longer producing killer cold snaps and summers are now so warm and dry that in at least two of the last 13 years the boring bugs have been able to complete a two-year life cycle in one year. A healthy tree can fight back by producing copious amounts of pitch that flush bugs out from beneath its bark. But trees' ability to make pitch has been seriously compromised by the hot, dry weather Kluane has experienced since 1987.

❸ The proliferation of the spruce beetle is not only destroying the mature forests of the Yukon and Alaska, it's setting the scene for a massive forest fire that could trigger even bigger ecological changes. There is potential for an inferno so hot and intense it could burn down into the duff and fry the spruce seedlings and poplar saplings that are needed for regeneration.

❹ The St. Elias Mountains are responsible for the rain-shadow effect that has exacerbated the spruce beetle problem in Kluane and the surrounding areas. Historically, there has been relatively little rain and therefore not much lightning. So those trees that are getting attacked by the spruce beetle are semi-mature, mature or over-the-hill because wildfires that kill and regenerate have been infrequent. Now, lightning is increasing in the Kluane area, as it is in the entire Mackenzie Valley of the Northwest Territories. Spruce is also, by far, the most dominant tree in the region. And because there are no significant stands of willow, aspen or balsam poplar to slow the spread of a fire, a lightning strike or a careless camper could set off a catastrophic blaze that would rival those infernos that burned nearly 5 per cent of the Yukon and Alaska in 2004.

❺ Up on Goatherd Mountain, the marsh marigolds, Arctic poppies, mountain avens and other alpine species proliferating on the slopes and plateaus will likely be spared if a forest fire sweeps through the valley below. But even here climate change is taking its toll. Cold weather used to prevent trees and other deciduous plants from encroaching into this alpine world. But now deciduous plants and trees are rapidly moving higher in elevation.

❻ Scientists have recently confirmed that this is happening on a wider scale in the Kluane area. Using tree rings to date 850 trees and 900 willow shrubs, they were able to show how climatic warming has triggered a rapid advance of trees along most of the alpine slopes in the park. If the climate of the Yukon continues to warm, as virtually every climatologist predicts, they believe it will only be a matter of time before alpine birds and animals run out of elevation to escape into.

❼ This treeline march isn't unique to Southwest Yukon and Alaska. Botanists like Grey Henry of the University of British Columbia are seeing similar trends farther north in the tundra of Alaska, northern Canada, Scandinavia and Siberia. Using miniature greenhouses to simulate what the Arctic world will look like as the climate continues to heat, they have produced compelling evidence to suggest that deciduous plants will move northward so quickly that spruce trees will take root on the Arctic islands within 30 years. By the time that happens, Henry warns, many of the moss, lichen and sedge-covered regions of the Arctic will have shrunk dramatically. High Arctic plants, he points out, do not adapt well to a rapidly warming world. Nor, he adds, do they compete well with southern species that are now moving north to take advantage of the warmer conditions.

❽ What's really remarkable, says Henry, is how quickly all this can happen. From extensive studies he and others have done, they've found that Arctic plant communities exhibit a detectable response to warming after just two years.

Questions for Reading Passage (Source: instructor developed)

Paragraph 1:

1. What does the author mean when he says, "*in th long history of the Artic, climatic variability has produced both winner and losers.*"?
Bottom of Form
2. What does the author mean when he says "*no one thought much of it*"?
3. The word *upside* is closest in meaning to:
a) advantage b) increase c) top of the mountain

Paragraph 2:

4. The word *cold snap* is closest to:
a) period of cold weather b) bugs c) atmosphere
5. The word *boring* is closest in meaning to:
a) not interesting b) digging c) annoying
6. The word *pitch* is closest in meaning to:
a) tree sap b) high notes c) bugs
7. The word *flush* is closest in meaning to:
a) flood b) remove c) become common
8. The word *compromised* is closest in meaning to:
a) weakened b) agreed c) improved

Paragraph 3,4,5:

9. Give an approximate meaning of the following words and expressions:
 - *proliferation* • *over-the-hill*
 - *setting the scene* • *sweeps*
 - *inferno* • *taking its toll*
 - *burn down into the duff* • *encroaching*
 - *exacerbated*
10. *Marsh marigolds, arctic poppies, mountain mavers* are all examples of:
a) animals b) flowers c) forests
11. **Paraphrase:**
In your own words, express the same idea as this sentence in paragraph 6.
If the climate of the Yukon continues to warm, as virtually every climatologist predicts, they believe it will only be a matter of time before alpine birds and animals run out of elevation to escape into?
12. "This" in paragraph 7 refers to:
a) climate change b) evidence c) trees moving higher
13. **Summarize:**
The spruce beetle is spreading in the Yukon.
Write three reasons why.

Bonus question: Give an approximate meaning to the underlined words in paragraph 7.

Learner Written Essays

These are two essays written by learners during the afternoon writing task.

Everybody has different opinions about employment. Some people prefer to be an own boss while others prefer to work for an employer. There are the advantages and disadvantages on both situations.

One of the advantages of having their own business is that you can be your own boss. You are the one who make all the decisions. Nobody orders anything. In other words, you are completely free to make your own decisions. That is a great part of having your own business. On the other hand, there is the disadvantage. You are the boss. It means you are the one who has all the responsibilities. Probably you have to spend a lot of time doing chores and thinking about business. Moreover, you are spending less time with the family. Another disadvantage is that the business might be failed. Consequently, you lose quite a few amount of money. It gives you a hard time getting back your confidence and social status.

Some people are just happy to work for an employer. One of the advantages to be an employee is that you get a pay check on a regular basis. You do not need to worry if you can get a pay check this week. Also, some companies provide medical care and extended benefit. These are the great things. On the other hand, you are one of wheels only. You have to follow what the boss says. You cannot make important decisions. It is not so challenging at all that some people discourage from their jobs. Also, you can get only certain amount of money for the pay checks.

Consequently, I personally prefer to work for an employer. I, as a parent, I would like to spend more time with my children. I do not want think of my business all the time.

Don't you want to be your boss? Or you prefer to get your salary on time without bothering yourself of monitoring every transaction? There are bright side and dark side of both types.

Some people prefer to have their own business. This way no one tells you what to do and what not to be done. You are a person who decide and you the one who says the last word. Other than that you are more creative and inspired why you work for yourself. They have the ability to take risks. Also, you do not have to fill exact amount of time in your time sheet, more or less it depends on you.

However not everybody can have their own business. As in lots of fields you have to have enough money to invest and start your own business not everybody has got this first savings. Moreover not everybody is a decision making persons, some people just hate to do the decisions, they prefer the others to decide and they just fulfill the job. Besides that it is nice to have flexible time, but when you work for your self, your whole life is your business even when you are sleeping, you think of running your business.

Other people prefer to work for others. First you don't worry about the company's strategy, you do whatever you have been defined to do no more, you get your salary at the fixed time whether the company gets loss or profit. Second the more you work the more you are paid for the hours you have put. Third you can change your job any time without bothering about the company's life.

At last considering the advantages and disadvantages of both I love to have my own business as soon as I have enough money to start it.

Learner Performance Assessment

Guiding Questions

1. What type of performance assessment did I conduct and for what purpose?
2. How did I determine when to assess learners' performance of specific Level Outcomes?
3. How did I assess the four skills (speaking, listening, reading, writing)?
4. How did I determine the assessment tasks and criteria for successful completion of tasks?
5. How did I keep track of assessment results for the class? For individual learners?
6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?
7. How did I involve learners in the assessment process?
8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?
9. How did I ensure that the assessment accommodated learners at different CLB levels?

Millie's Answers

Reflection on Performance Assessment

Now that I've thought more about the purposes and procedures for the assessments I do, I have a better understanding of the assessment process in my class—how it is different for different learners, what its purposes are, how to use those assessments results, and the need for recording them. I can have more focused discussions about assessment with learners and I feel more organized and purposeful in conducting assessments. I've also gained some understanding of my assessment challenges and areas in which I can improve. For example, though I feel comfortable providing feedback to learners on their performance, I've always found scoring writing and speaking tasks difficult, even with clear criteria.

1. What type of performance assessment did I conduct and for what purpose?

I conducted both formative and summative performance assessment during the term.

I conducted formative assessment regularly to give feedback to learners on their progress and to help me focus my teaching on learner needs. I provided feedback immediately after learners performed tasks, either in front of the class or by discussing it with learners individually. Most learners wanted to hear feedback about their and other learners' performance in front of the class because they learned more about the criteria for success through the feedback. I usually didn't give learners a score on these assessments, but I would sometimes record a score for my own information.

I also conducted summative assessment. With this kind of assessment, I made sure the tasks were as authentic as possible and as close as possible to the required performance conditions. For learners who wanted to take the TOEFL, an authentic assessment task was a timed TOEFL task. I also provided a score to learners. These scores were used to help determine whether they were ready to take their language proficiency test.

I also provided learners with regular opportunities (in the computer lab) to be assessed by a software program on TOEFL-like listening and reading tasks. This happened every Friday afternoon, alternating between listening and reading assessments. Learners would keep track of their own computer-scored results and report their scores to me. I would record the scores on my Assessment Tracking Form (p. 157).

2. How did I determine when to assess learners' performance of specific Level Outcomes?

I conducted formative assessment regularly to give learners feedback on their progress. This assessment was informal and often involved the learners assessing each other.

When I would conduct summative assessment, I assessed when:

- I could see a learner was likely to achieve a specific outcome, or
- at the end of the term, or
- when a learner was nearing his/her test date, or
- when a learner wanted to know if he/she was ready to set a test date.

3. How did I assess the four skills (speaking, listening, reading, writing)?

For listening and reading assessment tasks, I based my assessment on the percentage of correct answers to comprehension questions. Learners would also test themselves on listening and reading TOEFL-like tasks through a computer program on Fridays.

For speaking and writing tasks, I listed criteria of success for each task and made judgments about learners' performance of an assessment task based on the criteria.

4. How did I determine the assessment tasks and criteria for successful completion of the task?

Speaking and Writing

To assess speaking and writing, I chose assessment tasks that reflected the demands of the TOEFL and the CLB competencies. I used a list of criteria of success for each task. I developed this list criteria by drawing on the performance indicators in the Level Outcomes section of the *Guidelines* and TOEFL speaking and writing rubrics, such as the those developed by Educational Testing Service (www.ets.org/Media/Tests/TOEFL/pdf/TOEFL_Tips.pdf), pp. 49–52). I found the criteria of success for the CLB competencies and TOEFL tasks to be very similar. I shared the criteria with learners at the beginning of the term and wrote the criteria on the board when learners performed the tasks. I assessed learners' performance based on the criteria. Sometimes learners also evaluated themselves and each other's performance based on the criteria.

Reading and Listening

To assess reading and listening, I tried to choose texts that matched the performance conditions (regarding length and complexity) of the TOEFL tasks and CLB competencies. I selected comprehension questions that would allow learners to demonstrate the skills they needed to reach their goal of passing the TOEFL test, such as making inferences, identifying the main idea and supporting details. Then I based my assessment on the percentage of correct answers to the comprehension questions.

5. How did I keep track of assessment results for the class? For individual learners?

Although performance assessment is a regular part of my class, I never formally kept track of assessment results. I always left it to individual learners to keep track of their own progress and decide what they would do with feedback on their assessment tasks.

For this project, I set up an assessment tracking form (p. 157 in this document) which I adapted from the sample Assessment Tracking Chart (*Guidelines*, p. 45). To develop the form, I thought about the kinds of assessment activities I do, the purposes of these assessment tasks and the need for keeping track of the results. The form I developed helped me organize the information I needed, such as test scores each learner needed, reason they needed the test, assessment results, or other notes. I kept track of assessment results on this form for the entire class. Although I also regularly gave oral feedback to learners on their performance, I didn't keep a record of this feedback, and learners kept their own completed assessment tasks.

6. Which sections of the *LINC 5–7 Curriculum Guidelines* did I use to help me with assessment? How did I use them?

The Assessment and Level Outcomes sections of the *Guidelines* helped me with assessment.

I read the Assessment section (*Guidelines*, pp. 37-45) carefully. Although the information wasn't completely new, it was a good review for me. It helped to clarify the assessment process and the distinction between formative and summative assessment. I thought the chart on page 38 was a very useful visual of the steps in the assessment process. I used the sample Assessment Tracking Chart (*Guidelines*, p. 45) and adapted it for my needs. I also used the Level Outcomes section (*Guidelines*, pp. 57-68) to refer to performance conditions and indicators.

Through reflecting on assessment, I realized I was doing a lot of informal formative assessment in my program. I could confirm that I was on the right track with these assessments. At the same time, I could see how my assessment practices could be improved and I felt motivated to work on them.

7. How did I involve learners in the assessment process?

Learners were involved in the assessment process in several ways. At the beginning of the term I provided learners with assessment criteria on selected key tasks (such as writing an essay, making a presentation) as a reference. Before the assessment task, I also wrote the assessment criteria on the board. For some tasks, learners were involved by referring to the criteria to assess themselves and to assess each other. I also involved learners in the assessment process by providing them with opportunities to do their own computer-based TOEFL assessments and keep track of these results.

Learners were also involved in deciding when and how often assessments would happen, and how to receive feedback on their performance.

8. How did I ensure that I assessed a range of Level Outcomes from different competency areas?

Learners are generally in my class to prepare for a language proficiency test, so I chose assessment tasks similar to ones learners would encounter on their test. I found that the same assessment tasks that allowed learners to demonstrate TOEFL proficiency also allowed them to demonstrate a range of CLB competencies. Some CLB competencies I did not assess formally, but they were addressed through classroom activities (such as Instructions and Social Interaction CLB competencies).

My long-range plan was key to ensuring I included all four skills and a variety of CLB competencies. My Assessment Tracking Form provided an overview of the skills and CLB competencies I assessed.

9. How did I ensure that the assessment accommodated learners at different CLB levels?

Learners in my class spanned CLB levels 7 to 8 in speaking and listening, and 6 to 8 in reading and writing. However, most had the same goal—to pass a language proficiency test. So, I used the same assessment tasks for all learners because they were relevant to their goals. I found I could use the same assessment task but modify the performance expectations and conditions according to the learner level. For example, sometimes:

- Learners performed the same task, but only some of them (who were ready or wanted it) were assessed.
- Some learners were assessed summatively, others formatively.
- Higher-benchmark learners were timed, while others (who were not ready for summative assessment) were given more time.
- Lower-level learners answered fewer questions or wrote a shorter essay.
- Lower-benchmark learners received and reviewed the questions about a listening or reading activity before receiving the text, while higher-benchmark learners would not.

On the following pages are two samples of assessment tasks: one for speaking and one for writing. I used the same tasks from the sample lesson (included in the lesson planning section) to illustrate how I can use classroom tasks that all the learners perform as assessment tasks for some of the learners.

Assessment Purposes:

The purpose of the assessment task differed according to individual learner needs, preferences and readiness. I assessed summatively for some learners and formatively for others.

Scoring and Sharing of Assessment Results:

Generally I would share assessment results, but how and what I would share differed for different learners according to their preferences and needs. For example, most learners wanted immediate feedback after they completed the task. One learner was sensitive to any feedback that was not praise, so I was very careful in the feedback I provided to him.

I would write the success criteria for the task on the board, and would refer to the criteria to provide assessment feedback. Often learners would refer to the criteria to give each other feedback and to evaluate their own performance. When assessing formatively, I usually did not provide a score, but sometimes would record a score (on my Assessment Tracking Form) for my own information. Some learners wanted to receive a score. For these learners, I would provide a score and a rationale for that score but I would also let them know that my score was subjective.

Speaking Assessment Task

Rationale

This was one of the tasks in the lesson description on pages 141-143. I chose to use this task to assess some of the learners because:

- It is one of the speaking task types learners will be assessed on in the TOEFL.
- It demonstrates a CLB competency.
- The CLB competency is relevant to academic contexts, social contexts and workplace contexts.
- Learners were becoming proficient in this task. They had done it several times before (with various topics).
- Learners were familiar with the assessment criteria for this task.
- Learners had read about this topic and discussed it.

Assessment Task Description

In small groups, express and defend your preference: to work for an employer or to be self-employed.

TOEFL-like Task (speaking)

Express and defend a personal choice between two contrasting courses of action.

CLB Competency (speaking)

CLB 7-IV: Participate in a small group discussion/meeting: express opinions and feelings: qualify opinion (...)

Task Procedure

- Share and discuss the assessment criteria.
- Learners have discussions in small groups. Each learner states his/her preference and supports his/her preference with reasons.
- Groups use criteria to provide each other with feedback.
- I circulate among learners to provide feedback and assess selected learners.

Criteria for assessment task

| Criteria | Comments |
|--|----------|
| Was the learner able to complete the task (participate in a small group discussion, express and qualify an opinion)? | |
| Is a preference or opinion stated clearly? | |
| Are reasons (from knowledge or experience) stated that support the opinion or preference? | |
| Are signal words used to introduce each reason? | |
| Was grammar and vocabulary used correctly? | |

Writing Assessment Task

Rationale

This was one of the tasks in the lesson description on pages 141-143. I chose to use this task to assess some of the learners because:

- It is one of the writing task types learners will be assessed on in the TOEFL.
- It demonstrates a CLB competency.
- Some learners were becoming proficient in this task; other learners needed feedback on the parts of the task they were becoming proficient in and the parts they needed to improve.
- Learners were familiar with the assessment criteria for this task.
- Learners had read about this topic and discussed it.

Assessment Task Description

In small groups, express and defend your preference: to work for an employer or to be self-employed.

TOEFL-like Task (writing)

Write an essay to explain and support your opinion on a topic.

CLB Competency (writing)

✍ CLB 8-IV: Write 3 or 4 paragraphs to (...) express or analyze opinions on a familiar abstract topic or provide a detailed description and explanation of a phenomenon or process.

Task Procedure

- Share and discuss the assessment criteria.
- Learners write essays in the computer lab.
- Collect essays, then use criteria to provide assessed learners with feedback.

Criteria for Essay Assessment Task

| Criteria | comments |
|--|----------|
| <p>Is the essay cohesive and coherent?</p> <ul style="list-style-type: none"> -Is there an introduction in the first paragraph that introduces two options and states a position? -In body paragraphs, are reasons (from knowledge or experience) stated that support the position? -Is there a conclusion? | |
| Was grammar used correctly? (logical connectors, transitions) | |
| Is spelling and punctuation accurate? | |

Monthly Assessment Tracking Form

This is the form I developed (adapted from p. 45, *Guidelines*) to help me keep assessment-related information in one place and to record assessment results. I complete a form for each month. Below is the partially completed form for November. Although I record scores for my own information, I don't always share these scores with learners. I provide oral and written feedback to learners (based on criteria) but I don't generally keep a record of this feedback for myself.

| Month: <u>November 2007 (partially completed)</u> | | | | | | | | | | | | | | |
|---|--|--|-----------------------------------|--|------------------------------|--|--|---|---|-------|-------|-------|--|---|
| Skill, Task, CLB → | | | | | | | | This column keeps track of the software-based tests (only assesses listening & reading) | | | | | Notes | |
| Learner name, Profession/reason for test. ↓ | Needed score (out of 120, and %) ↓ | S: CLB 7-IV: Express opinion on familiar topic | S: CLB 7/8-IV: Describe a process | W: CLB 8-IV: write a 4-paragraph essay on a familiar topic | W: CLB 8-II: Write a summary | R: CLB 8-II: Identify factual and implied meanings in descriptions | | | Date, and Software-generated score ↓ | | | | | ↓ |
| | | | | | | | | 11/2 | 11/9 | 11/16 | 11/23 | 11/30 | | |
| Akiko Nursing licence | 80 (67%) | 11/14 4 | | | | | | 85% | | | | | | |
| Andrea Teacher | 103 (86%) | 11/14 4 | | | | | | 85% | | | | | | |
| Anousha University entry | | 11/2 3 | | | | | | | | | | | | |
| *Wendy ?-certification | ? | | | | | | | 85% | | | | | Says needs TOEFL Need to clarify why | |
| *Josette Lab technician | | 11/2 4 | | | | | | 90% | | | | | now not needed | |
| Israa Dentist | 100 83% | 11/2 4 | | | | | | 90% | | | | | | |
| *Yasir Researcher | | 11/14 3 | | | | | | 70% | | | | | Unclear about plans | |
| Zinat Teacher | 103 86% | | | | | | | | | | | | | |
| *Railhan Engineer | | 3 | | | | | | | | | | | Accepted to Masters -Jan. test not needed | |
| *Mina Sales-unsure | | 11/2 3 | | | | | | | | | | | Working, eventual university entry | |
| Shirin Doctor | 95 79% | 11/21 4 | | | | | | 95% | | | | | | |
| Mira Dentist | 100 83% | 11/21 4 | | | | | | 85% | | | | | | |
| Mohamed Teacher | 103 86% | | | | | | | 70% | | | | | | |
| Halina Teacher | 103 86% | 11/21 4 | | | | | | | | | | | | |
| Manoj Pharmacist | 86 71% | 11/20 3 | | | | | | 85% | | | | | Nov 20-took paper TOEFL | |

Program Evaluation

Guiding Questions

1. Why did I conduct program evaluation?
2. How did I conduct program evaluation?
3. How did I use the information I gathered?

Millie's Answers

1. Why did I conduct program evaluation?

I conducted program evaluation because I wanted to find out if my program was meeting learners' needs and if I needed to make adjustments to my program planning.

2. How did I conduct program evaluation?

Throughout the term (discussions and observations):

I conducted program evaluation informally through class discussions with learners and through reflecting on learner progress and the effectiveness of my teaching.

I regularly asked learners about the activities they liked and why they found them useful. I asked questions such as "was the activity too difficult or too easy? Which activities would you like to do more of?" I also asked learners about what they thought they were learning in the class, and where and how they thought they could use what they were learning.

I observed and noted which activities learners seemed to enjoy most, which resources they liked best, which topics generated the most discussion and engagement, and in which areas learners seemed to be making improvement (from examining my Assessment Tracking Forms).

End of the term (questionnaire and reflection):

I conducted program evaluation at the end of the term by using a questionnaire. I wrote the questions on the board and asked learners to respond (anonymously) in writing. The questions were as follows:

1. Which activities did you like/dislike? Why? Were you able to follow the explanations? Was the pace of the class too fast/slow?
2. In which areas have you improved? Which areas still need improvement?
3. What did you think of the atmosphere in the classroom? What did you like/dislike? Did you ever feel uncomfortable? Why?
4. Do you think you are ready to take the language proficiency test?
5. If you were the teacher, what would you do to improve the class?

I reflected on my observations, the results of class discussions, and the learner-written answers to the end of term evaluation questions. I asked myself:

- Why did some activities work well and others not?
- Were learners improving in all areas and skills? Will some be able to pass a language proficiency test?
- How was the atmosphere in the classroom—did the learners feel comfortable? Why or why not?
- Was everybody comfortable with my teaching style and fast teaching pace? Did some learners feel lost or like they couldn't keep up?
- Were there any similar answers to evaluation questions?
- What am I going to change?

3. How did I use the information I gathered?

I took into account the learners' suggestions and my observations and reflections to plan some changes for next term. Although many of the learner-written responses to the program evaluation questions were positive, I especially took into account the suggestions learners made to improve the program.

For example, one learner commented that she did not like doing the computer-scored (using software) reading/listening assessments and generally found the computer time boring. What she did like though was using the computer lab time to practise writing essays. Next term, I plan to make those software-based reading/listening assessments voluntary and provide more choices to learners during computer lab time.

Another learner wrote that he would like more feedback and scoring on his writing assignments. This comment made me think about my discomfort with scoring writing tasks, why I feel that discomfort, and how I could become more confident and comfortable with scoring.

A stylized illustration of a plant with a thin, curved stem and two broad, rounded leaves. The plant is rendered in a light olive green color. The background is a solid light olive green, with a vertical line of a slightly darker shade running through the center. A dark olive green, horizontal, rounded shape is positioned in the lower half of the image, serving as a base for the text.

*Catherine, Carol
and Milla's Planning Tools*

Catherine, Carol and Milla's Blank Planning Tools

This section provides blank versions of some of the planning tools that Catherine, Carol and Milla used while they wrote *The LINC 5–7 Curriculum Guidelines in the Classroom*. The blank tools are provided on the accompanying CD in both PDF and in MS Word files. They can be copied or printed from the CD as is, or the MS Word files can be adapted to suit the planning needs of individual instructors.

The planning tools on the following pages include page references to the sections of this document that contain the descriptions and procedures of the tools.

Needs Assessment

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Long-Range Planning

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Lesson Planning

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Learner Performance Assessment

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Program Evaluation

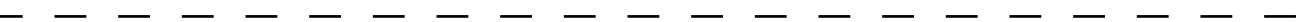
| | |
|---------------------|-----|
| Carol's Tools | 192 |
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Below is a list of 12 themes with related topics. In your group, decide on **4 of the themes** listed below at you are most interested in. You can also list other themes.

THEMES

1. **At Home in Our Community and the World**
e.g., current events, environment, global issues
2. **Banking and Finance**
e.g., personal finances, establishing and using credit, paying taxes
3. **Canada**
e.g., history, geography, government, citizenship
4. **Canadian Culture**
e.g., social interaction, cultural differences
5. **Canadian Law**
e.g., human rights, law enforcement, laws in Canada (consumer, housing, immigration, family)
6. **Commercial Services and Business**
e.g., doing business in Ontario, consumer information, customer service
7. **Community and Government Services**
e.g., counseling, social assistance, emergency services, recreation facilities, libraries
8. **Education**
e.g., the education system, a child's education, adult education
9. **Employment**
e.g., career development, the Canadian workplace, employment laws
10. **Family and Relationships**
e.g., family structure, non-family relationships, conflicts in relationships
11. **Health and Safety**
e.g., the health care system, healthy living, safety and emergencies
12. **Travel and Transportation**
e.g., using public transit, driving in Ontario, travel and tourism
13. **Other:**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Needs Assessment: Catherine's Tools (See page 24)

A checklist of communication situations and skills used for initial needs assessment



| Check appropriate boxes in the table. | | |
|--|----------------------------------|-----------------------------|
| In this class we may learn how to ... | I want to learn or practise more | I am not interested in this |
| 1. Participate in small talk and informal conversations | | |
| 2. Participate in discussions, express opinions, agree and disagree | | |
| 3. Give and understand instructions | | |
| 4. Give and understand directions | | |
| 5. Participate in a job interview | | |
| 6. Participate in formal conversations in the workplace | | |
| 7. Participate in one-on-one meetings | | |
| 8. Participate in group meetings | | |
| 9. Prepare and give presentations | | |
| 10. Use telephone | | |
| 11. Understand various listening materials (e.g., newscasts, taped dialogues, telephone recordings, commercials) | | |
| 12. Search for and read information online | | |
| 13. Read articles, stories, reports | | |
| 14. Read, interpret and present information in graphs, charts and tables | | |
| 15. Write paragraphs | | |
| 16. Write formal letters | | |
| 17. Take notes and use study skills | | |

Needs Assessment: Catherine's Tools (See page 25)

A checklist of communication situations and skills used for ongoing needs assessment

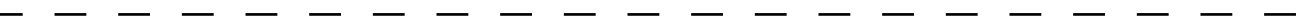


| Check appropriate boxes in the table below. | | |
|--|-----------------------|----------------------------------|
| In this class we have learned how to ... | I think I can do this | I want to learn or practise more |
| 1. Participate in small talk and informal conversations | | |
| 2. Participate in discussions, express opinions, agree and disagree | | |
| 3. Give and understand instructions | | |
| 4. Give and understand directions | | |
| 5. Participate in a job interview | | |
| 6. Participate in formal conversations in the workplace | | |
| 7. Participate in one-on-one meetings | | |
| 8. Participate in group meetings | | |
| 9. Prepare and give presentations | | |
| 10. Use telephone | | |
| 11. Understand various listening materials (e.g., newscasts, taped dialogues, telephone recordings, commercials) | | |
| 12. Search for and read information online | | |
| 13. Read articles, stories, reports | | |
| 14. Read, interpret and present information in graphs, charts and tables | | |
| 15. Write paragraphs | | |
| 16. Write formal letters | | |
| 17. Take notes and use study skills | | |



Needs Assessment Questions

1. What are your plans for the next year? What are your long-term goals?
2. What are the steps you think you need to take to achieve your goals? What information do you need?
3. What are your reasons for being in the class? What are the specific things you would like to learn here?
4. In what situations do you feel you need more practice in English? Please describe.
5. What do you do to study English on your own? What else could you do to improve your English?

[illegible]

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Catherine, Carol and Milla's Blank Planning Tools 171

Needs Assessment: Carol's Tools (See page 73)

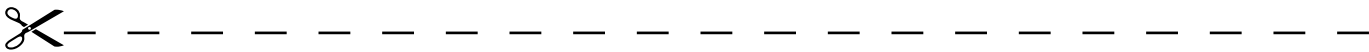
The checklist can be used to inform learners about the range of skills and language situations that could be covered in class and to help prioritize lesson content. It can also be used as a self-assessment tool for learners. Learners check the column that most accurately reflects their opinions about each skill. Results can be summarized on the next page.



| Skills and communication situations we will be studying | | | | |
|--|-----------------|---------------------------------------|-----------------------|-----------------------------|
| | I can't do this | I can do this, but need more practice | I can already do this | I am not interested in this |
| SPEAKING PRACTICE | | | | |
| Participate in informal conversations | | | | |
| Give directions and instructions | | | | |
| Participate in a job interview | | | | |
| Participate in discussions and meetings | | | | |
| Use the telephone | | | | |
| Interact on a team | | | | |
| Prepare and give presentations | | | | |
| LISTENING PRACTICE | | | | |
| Understand newscasts and commercials | | | | |
| Understand presentations and lectures | | | | |
| Understand voice-mail messages | | | | |
| Understand taped dialogues | | | | |
| Understand instructions and directions | | | | |
| READING PRACTICE | | | | |
| Read articles, stories, reports | | | | |
| Search for and read information online | | | | |
| Understand Canadian laws and legal documents | | | | |
| Understand and present information in graphs, charts, tables | | | | |
| WRITING PRACTICE | | | | |
| Complete forms and applications | | | | |
| Write a resumé and cover letter | | | | |
| Write formal business reports | | | | |
| Write essays | | | | |
| Write letters and e-mail messages | | | | |
| Take notes from presentations, reading or listening texts | | | | |
| Your Suggestions | | | | |
| | | | | |
| | | | | |

Needs Assessment: Carol's Tools (See page 74)

The chart below can be used to summarize the results of the skills and communication situations checklist on the previous page. Learner choices can be listed in the left column. Units from the LINC 5–7 Curriculum Guidelines (that relate to each communication situation) can be listed in the right column.



| Skills/communication situations learners would like to study (in order of preference) | Units from the LINC 5–7 Curriculum Guidelines: |
|---|--|
| | |

A pair interview, presentation and follow-up discussion activity.



Pair Interview and Presentation

Find out about your partner. You can find out about:
name, country, language, family, why he/she is in this class, and his/her goals

Introduce your partner to the class and give a short presentation about him or her.



Pair Interview and Presentation

Find out about your partner. You can find out about:
name, country, language, family, why he/she is in this class, and his/her goals

Introduce your partner to the class and give a short presentation about him or her.



Pair Interview and Presentation

Find out about your partner. You can find out about:
name, country, language, family, why he/she is in this class, and his/her goals

Introduce your partner to the class and give a short presentation about him or her.

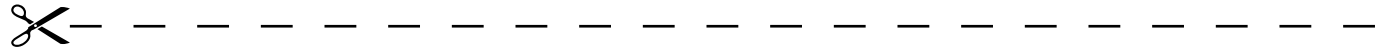


Welcome to the LINC 6/7 class! Please complete the questionnaire below. Only answer the questions you want to answer. The information you provide will help me in lesson planning. Thank you!

| Name | Date |
|---|------|
| 1. How long have you been in Canada? | |
| 2. What is your highest level of education? | |
| 3. What is your profession? | |
| 4. Have you ever taken a TOEFL test? What was your score? | |
| 5. Do you need to take a TOEFL test or another language proficiency test? If so, which one? (If yes, answer questions 6–10) | |
| 6. What score do you need on your language proficiency test? | |
| 7. Why do you need to take this test? | |
| 8. When are you planning on taking this test? | |
| 9. Are you preparing for the test on your own? If so, how? | |
| | |
| 10. What do you know about the new TOEFL test? | |
| | |
| 11. Do you ever study English on your own? If so, how do you study it? | |
| | |
| 12. Of the four language skills (speaking, listening, reading, writing), which do you think is your strongest? Why? | |
| | |
| Which do you think is your weakest area? Why? | |
| | |

Needs Assessment: Milla's Tools (See page 125)

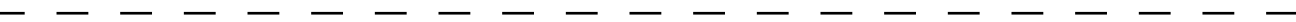
Used to summarize the needs assessment questionnaire on the previous page.



| Date: _____ | Number of learners: <input style="width: 30px;" type="text"/> |
|---|---|
| 1. Length of time in Canada | <input type="checkbox"/> < 6 months <input type="checkbox"/> < 1 yr <input type="checkbox"/> > 1 yr |
| 2. Education | <input type="checkbox"/> secondary <input type="checkbox"/> post-secondary |
| 3. Professions | |
| | |
| 4. Learners who have taken TOEFL test before | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 5. Learners who need to take a proficiency test | YES <input type="checkbox"/> NO <input type="checkbox"/> Not sure <input type="checkbox"/> |
| 6. Score needed | |
| 7. Why? | <input type="checkbox"/> professional designation <input type="checkbox"/> college entry <input type="checkbox"/> university entry |
| 8. When? | Within... <input type="checkbox"/> 1 month <input type="checkbox"/> 6 months <input type="checkbox"/> 1 year <input type="checkbox"/> when ready |
| 9. How learners are preparing for the test on their own: | |
| | |
| 10. What learners already know about the new TOEFL test: | |
| | |
| 11. The learners who study English on their own and how they study: | Number of learners who study on own <input style="width: 40px;" type="text"/> |
| | |
| 12. Skill learners think is their strongest weakest | <div style="display: flex; justify-content: space-between;"> <div> speaking <input type="checkbox"/> speaking <input type="checkbox"/> </div> <div> listening <input type="checkbox"/> listening <input type="checkbox"/> </div> <div> reading <input type="checkbox"/> reading <input type="checkbox"/> </div> <div> writing <input type="checkbox"/> writing <input type="checkbox"/> </div> </div> |

Notes from summary and follow-up discussion:

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Describe your short-term and long-term goals. You can include the following information:

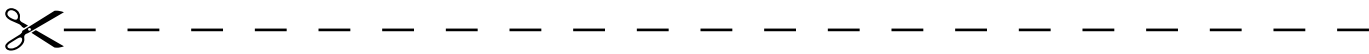
The steps you need to take to achieve your goals, the information you need to help you achieve your goals, and how you think this class can help you achieve your goals.

[illegible]

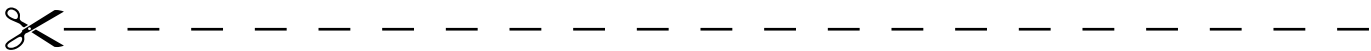
Long-Range Planning: Catherine's Template (See page 31)



| | | | | | |
|-------------------------------|--|--------------|---------------------------|--------------|--|
| WEEK _____ | | Theme: _____ | | Topic: _____ | |
| Culminating Task: | | | Targeted CLB competencies | | |
| | | | | | |
| Related skill-building tasks: | | | | | |
| Elements to teach: | | | | | |
| Language: | | | | | |
| Socio-cultural aspects: | | | | | |
| Resources: | | | | | |

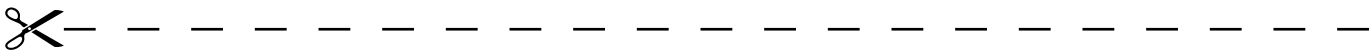


| Module: | | | |
|---------|-------------------------|----------------|--------------------|
| Week 1: | Targeted Level Outcomes | Possible Tasks | Possible Resources |
| | | | |
| | | | |
| | | | |
| | | | |



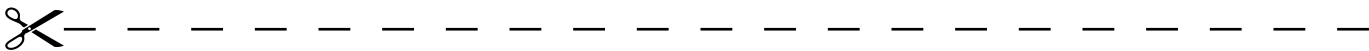
| KEY TASKS | TARGETED CLB competencies | Related Functions, Skills, Strategies |
|-----------|---------------------------|---------------------------------------|
| | | |
| | | |

Long-Range Planning: Milla’s Template (See page 133)



Weekly Schedule

| TIME | MON | TUE | WED | THU | FRI |
|-----------------|-------|-----|-----|-----|-----|
| 9:00–10:30 | | | | | |
| MORNING BREAK | | | | | |
| 10:40–12:00 | | | | | |
| | LUNCH | | | | |
| 12:30–1:30 | | | | | |
| AFTERNOON BREAK | | | | | |
| 1:40–2:30 | | | | | |



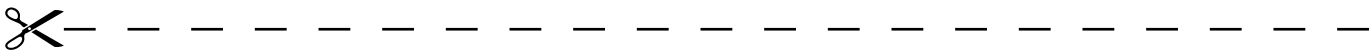
Date:

Topic or Unit:

Lesson Objectives:

Targeted Level Outcomes (CLB competencies):

| LESSON PROCEDURES | | TIMING, HANDOUTS |
|-------------------|----------|------------------|
| 1. | Warm-up: | |
| 2. | | |
| 3. | | |

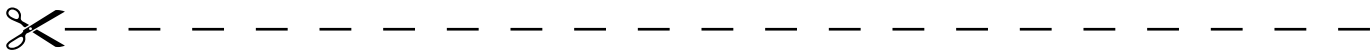


Lesson Objective

Targeted CLB Competencies

CLB Competencies Reviewed

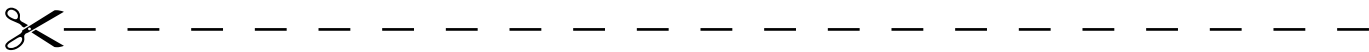
| | Procedures/Tasks | Timing |
|---|------------------|--------|
| 1 | | |
| 2 | | |
| 3 | | |



| | |
|---------------------------|---|
| Period of Teaching | TOEFL practice task: Related CLB Competencies: |
| | <u>Teaching Procedures and Tasks</u> |
| | TOEFL practice task: Related CLB Competencies: |
| | <u>Teaching Procedures and Tasks</u> |

Performance Assessment: Catherine's Tools (See page 57)

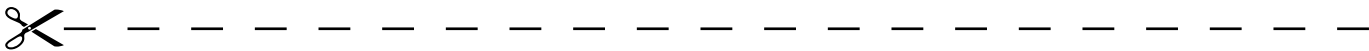
Used to track performance assessment results.



| CLB Competency (Level Outcome) assessed: | | |
|---|--------|----------|
| Task: | | |
| Learner name | Rating | Comments |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |
| Comments on task: | | |

Performance Assessment: Catherine’s Tools (See page 58)

Used to track performance assessment results for speaking or writing tasks.



| Competency (Level Outcome): | | | | | | |
|---|---------------------|--|--|--|----------------|-----------|
| Task: | | | | | | |
| Learners Names | Assessment criteria | | | | Overall Rating | Comments: |
| | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| Comments on the overall task performance: | | | | | | |

Performance Assessment: Catherine's Tools (See page 59)



| LINC 5 | | Learner Names → | | | | | | | | | |
|---|-----|---|-------|--|--|--|--|--|--|--|--|
| Speaking, Listening: Reading, Writing: | | CLB 6 | CLB 5 | | | | | | | | |
| Speaking, CLB 6 | I | Open, maintain and close a short routine formal conversation. | | | | | | | | | |
| | | Introduce a person (e.g., guest, speaker) formally to a small familiar group. | | | | | | | | | |
| | | Make or cancel an appointment or arrangement. | | | | | | | | | |
| | | Express/respond to apology, regrets and excuses. | | | | | | | | | |
| | | Indicate partial comprehension. | | | | | | | | | |
| | | Take turns by interrupting. | | | | | | | | | |
| | | Encourage others in a conversation by adding supportive comments. | | | | | | | | | |
| | | Avoid answering a question. | | | | | | | | | |
| | | Take phone messages with 3 to 5 details. | | | | | | | | | |
| | II | Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. | | | | | | | | | |
| | III | Make a simple formal suggestion; provide reason. | | | | | | | | | |
| | | Make a simple prediction of consequences. | | | | | | | | | |
| | IV | Make a verbal request for an item. | | | | | | | | | |
| | | Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (5-7 minutes) | | | | | | | | | |
| | | Describe and compare people, places etc. | | | | | | | | | |
| | | Describe a simple process. | | | | | | | | | |
| | | Ask for and give information in an interview related to daily activities. | | | | | | | | | |
| Listening, CLB 6 | I | Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. | | | | | | | | | |
| | | Identify mood/attitude of participants. | | | | | | | | | |
| | II | Understand a set of instructions when not presented completely in point form: sequence/ order must be inferred from the text. | | | | | | | | | |
| | III | Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. | | | | | | | | | |
| | IV | Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). | | | | | | | | | |
| Reading, CLB 5 | | Suggest an appropriate conclusion to a story based on inference. | | | | | | | | | |
| | I | Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal & public) containing compliments, invitations, likes, dislikes, preferences. | | | | | | | | | |
| | II | Understand and follow moderately complex written instructions for 7-10-step procedures. | | | | | | | | | |
| | | Understand/follow moderately complex everyday texts. | | | | | | | | | |
| | III | Identify factual details and some implied meanings in moderately complex business/service texts, including formatted texts. | | | | | | | | | |
| | IV | Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. | | | | | | | | | |
| | | Demonstrate comprehension of standard maps, basic diagrams, basic graphs. | | | | | | | | | |
| | | Access and locate 2 pieces of information in CD-ROM ESL educational software. | | | | | | | | | |
| | | Access and locate information through tables of content, indexes and glossaries. | | | | | | | | | |
| Writing, CLB 5 | I | Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings. | | | | | | | | | |
| | II | Take live phone messages, voicemail messages or pre-recorded info. with 5-7 details. | | | | | | | | | |
| | | Reduce a page of information to a list of 7-10 details. | | | | | | | | | |
| | III | Convey business messages as written notes. | | | | | | | | | |
| | | Fill out forms. | | | | | | | | | |
| | IV | Write a paragraph to relate/narrate a sequence of events; describe a person, object, scene, picture, procedure or routine; or to explain reasons. | | | | | | | | | |
| | | | | | | | | | | | |



Performance Assessment Results

Learner: _____

LINC 6 Outcomes: **Speaking and Listening: CLB 7**

| | | Comments and notes on learner's performance |
|------------------|--|---|
| Speaking, CLB 7 | I CLB Competencies | |
| | Introduce a guest, speaker formally to a large familiar group. | |
| | Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. | |
| | Confirm own comprehension. | |
| | Use a number of strategies to keep the conversation going. | |
| | Hold the floor. | |
| | Resume after interruption. | |
| | Change topic. | |
| | Take live phone messages with 5-7 details. | |
| | II Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. | |
| | III Give and respond to a warning; discourage others. | |
| | Request a word. Ask for and respond to recommendations or advice. | |
| | Make an extended suggestion on how to solve an immediate problem or make an improvement. | |
| | IV Give a summary/report of the main points of a presentation by someone else. | |
| | Tell a story, including a future scenario. (presentations) | |
| | Describe, compare and contrast in detail 2 events, jobs or procedures. | |
| Listening, CLB 7 | Describe a moderately complex process. (presentations) | |
| | Ask for and provide detailed information related to personal needs, varied daily activities & routine work requirements. (one-on-one) | |
| | Participate in a small group discussion/meeting: express opinions & feelings; qualify opinion, express reservations, approval & disapproval. | |
| | Express or ask about possibility, probability. (group interaction) | |
| | I Identify stated & unspecified details, facts & opinions about situation & relationship of participants containing expression of & response to gratitude & appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval & disapproval. | |
| | II Understand sets of instructions related to simple technical and non-technical tasks. | |
| | Understand simple directions on the phone. | |
| | Understand simple messages left on voice-mail (with 5 to 7 details). | |
| | III Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. | |
| | IV Demonstrate comprehension of mostly factual details & some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. | |
| | Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse. | |

Performance Assessment: Carol's Tools *con't.*

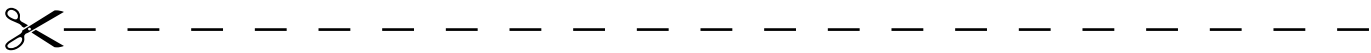


| Performance Assessment Results | | Learner: _____ |
|--------------------------------|---|----------------------------|
| LINC 6 Outcomes: | | Reading and Writing: CLB 6 |
| Reading, CLB 6 | I Identify factual details in moderately complex notes, e-mail messages, letters & announcements containing cancellations of arrangements, apologies. | |
| | II Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. | |
| | III Identify factual details & some inferred meanings in moderately complex texts containing advice, requests, specifications. | |
| | Find 2 or 3 pieces of information in moderately complex formatted texts. | |
| | IV Show comprehension of a 1-page moderately complex descriptive/narrative text on a familiar topic. | |
| | Demonstrate comprehension of a cycle diagram, flow chart & a time line/schedule. | |
| | Access/locate/compare 2 or 3 pieces of information in a CD-ROM electronic reference source. | |
| Writing, CLB 6 | I Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance. | |
| | II Take notes from an oral presentation or a page of written information. | |
| | III Convey business messages as written notes. | |
| | Fill out moderately complex forms. | |
| | IV Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process. | |

Source: CLB competency statements from the Canadian Language Benchmarks 2000.

Performance Assessment: Milla’s Tools (See page 157)

This chart can be used to keep track of assessment results.



| Month: _____ | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| CLB or related task assessed → Learner names, profession/reason for test. ↓ | | | | | | | | Date and score ↙ Notes ↓ |
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Program Evaluation Questionnaire

Thank you for taking the time to answer these questions. The questions will give you an opportunity to reflect on your experience in the class, and your input will help improve the program. You may want to refer to your learning portfolio, including your needs assessment questionnaire and checklist, to help you answer some of the questions.

1. What have you enjoyed most about the class? Please explain.
2. What activity or activities in particular did you find beneficial? Why?
3. What did you find to be less helpful? Why?
4. What would you have liked to spend more time on? Why?
5. If you could offer some constructive criticism to improve this class for the future, what would it be?
6. How has this class assisted you in taking steps towards meeting your goals?
7. What do you think your next steps could or should be? How could this class assist you? What do you need that has not been covered in the class? What other things could you do?

If you have any other comments that you feel would be helpful, please feel free to write them here.



Program Evaluation Questionnaire

1. Which activities did you like/dislike? Why? Were you able to follow the explanations? Was the pace of the class too fast/slow?

2. In which areas have you improved? Which areas still need improvement?

3. What did you think of the atmosphere in the classroom? What did you like/dislike? Did you ever feel uncomfortable? Why?

4. Do you think you are ready to take a language proficiency test?

5. If you were the instructor what would you do to improve the class?



Catherine, Carol and Milla's Blank Planning
Tools (MS Word files)

Needs Assessment and Analysis
Long-Range Planning
Lesson Planning
Performance Assessment
Program Evaluation